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C. E. HOVEY, - - - - - EDITOR.

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ILLINOIS TEACHER.

VOL. III.

JANUARY, 1857.

No. 1.

ILLINOIS STATE TEACHERS' ASSOCIATION.

ANNUAL MEETING.

Reported by ALEX. WILDER, Associate Editor 'Am. Journal of Education and College Review.'

A meeting of the members of the Illinois State Teachers' Association was held at the First Presbyterian Church in Chicago on Monday evening, December 22, at 7 o'clock.

In the absence of the President, Mr. ————, of ————, was called to the Chair, and T. J. Sloan appointed Secretary.

The meeting proceeded to discuss the following resolution:

Resolved, That it is expedient for the State Legislature to prescribe by law a uniform series of text-books for the use of public schools.

No final action was taken upon the resolution.

THE Association convened at the First Presbyterian Church in Chicago on Tuesday Morning, December 23. The Chair was taken by the President, Prof. C. E. HOVEY, of Peoria, who briefly explained the cause of his absence the previous evening. "The fact is", said he, "that visions of snow-banks, cold winds, and frozen engines had haunted me for several days, and the visions proved true. Last year, some gentlemen well remember the night we lodged on the prairie, the engine having been frozen by the howling winds. This year we were four hours behind time on account of the severity of the weather. It is a cheering feature of our Association, however, one full of good omens, that though winds and storms conspire against it, its members still live and increase and attend its meetings. There are now present many more than ever before. A fair future lies before us. Let us

then address ourselves to business with a firm determination to go home wiser than we came."

Dr. C. C. Hoagland, T. J. Sloan and O. V. Jones were appointed Secretaries.

Rev. J. F. Brooks, of Springfield, was then called to the Chair, and the President, Prof. Hovey, proceeded to read the following draft of the Report of the Board of Education, after having remarked that but one member of the Board was responsible.

REPORT OF THE BOARD OF EDUCATION.

Corresponding Secretary — Teachers' Institutes — Demand for a Higher Grade of Teachers — Normal Schools — Necessity of having properly qualified School Officers — Changes Suggested in the Free-School Law — Township Boards of Education recommended — District instead of County Commissioners recommended — Appointment of a Deputy Superintendent of Public Instruction recommended, etc., etc.

It will not be possible, in the limits prescribed for this report, to discuss at length any of the many topics which have engaged our attention during the past year; nor, perhaps, is it desirable, since the more important of them must come up here for revision. Our duties, as prescribed by the Constitution, are "to advise with the State Superintendent of Public Instruction, with the Corresponding Secretary of the Association, with the Treasurer, and the Editor of the periodical of the Association, and to take a general supervision of the cause of education in their [our] various districts by advising with County Commissioners, Township Trustees, and District School Directors."

These trusts are general and advisory. It is not made our business to propose amendments to the general school law; this is the duty of the Executive Committee. Nevertheless, in our conference with the State Superintendent, we submitted for his consideration several amendments which will appear in a subsequent part of this report.

It was obviously our first duty to provide for the support of the Corresponding Secretary, and in case, as it was feared, Mr. Bateman should decline, to fill his place with a suitable man. It was not long before a sufficient amount was pledged to justify us in saying to the Secretary that his salary would be promptly paid. It is to be regretted, however, that any gentleman should have felt it necessary to attach dishonorable limitations as the condition of his gift of \$50 toward the agent's salary. Mr. Bateman consented to accept the office and enter upon its duties some time in June. Meanwhile the Board proposed to W. H. Powell to act in his stead till that time. This proposition was declined. Considerable time had now elapsed, and it was thought best not to make a *pro tempore* appointment, but to await the release of the Secretary from prior engagements; and here the matter dropped. Some time in July we received the following note:

"Gentlemen of the Illinois State Teachers' Institute:

"It may be known to most of the readers of the Teacher that after much hesitation I decided to accept the agency to which I was most

unexpectedly elected at the last meeting of the Institute, and that I recently resigned my office as Principal of the Public School in this place in order to enter fully upon that work. Circumstances wholly unforeseen and beyond my control now compel me to throw myself on your indulgence, and to ask a release from that obligation.

"Although I could not acquiesce in the wisdom of your choice, and have never been able to approve of my own judgment in deciding to accept the honor, yet, after all that has passed, I can not yield to the necessity which compels me to abandon the field without the most sincere regret; chiefly because I have been the occasion, though most unwillingly, of preventing the appointment of some one who might have entered at once upon the work, and because my withdrawal at this late day will, I fear, disappoint the just expectations of those from whom I have received many tokens of kindness and regard, and the favor of whose friendship I shall not cease to cherish.

"For the great forbearance and uniform kindness which you have extended to me, please accept my warmest acknowledgments.

"My interest in the great work of redeeming our beautiful Illinois from ignorance and vice and crime, and planting upon her soil a system of schools commensurate in dignity, efficiency and extent with her present and prospective wants and greatness, is, I need not say, unabated. Any influence or service that I may be able to render in furtherance of this, the great object of my life, shall always be cheerfully given.

"I am, gentlemen, with great respect,

"Yours most truly,

"N. BATEMAN.

"JACKSONVILLE, July 1st 1856."

Notwithstanding the Agent was reluctantly forced to decline, still the agency succeeded. Mr. Bateman did what he could as an individual, and others volunteered to act as agents for the periodical, hold Teachers' Institutes and to lecture in various places. Mr. Wright devoted a large share of his time to the appropriate duties of an agent. Dr. Hoagland held three Institutes. Messrs. Wilkins and Eberhart extended the circulation of the journal, and were active co-workers on all occasions. Mr. Powell held himself in readiness to address educational meetings, and some County Commissioners, who, we take pleasure in saying, are among the most efficient men in the State, vindicated their fitness for the office by their deeds.

The impulse given to the common schools of the State since the enactment of the Free-School Law has created a demand for a higher grade of teachers and more of them. The cry comes, Send us more good teachers. In one of the cities they even paid a premium of forty to fifty dollars to secure well-qualified persons to instruct in their schools; that is, they paid their fare from a distant State in addition to liberal salaries. Low as are the qualifications required by statute, it is estimated that not one-half the persons holding certificates in the State can pass the requisite examination. In many cases this is confessedly and notoriously true, inasmuch that the Department of Public Instruc-

tion has been frequently importuned to permit *partial certificates* to be granted, and commissioners have practically been compelled to do this very thing, by accepting candidates not qualified. In some districts they are glad to get teachers of any grade of qualifications. Competent teachers can not be had; more and better-educated teachers are needed, and the question is forced home upon us, How can they be supplied? Shall they be imported from other States? The scheme is as impracticable as it is impolitic. Shall they be manufactured at home? There seems to be no valid objection to this proposition. We have excellent material; it only needs to be sought out and fashioned to its uses. But how shall this be done? Can individual effort do it? Can private academies and colleges supply the demand? They may to a limited extent; but it is more than questionable whether such means alone should be relied on. It is certain they have not yet furnished qualified teachers for even a small portion of the State, and it is probable they never can supply teachers enough; while it is almost certain that they can not and will not exact a high standard for those they do furnish. We except the colleges from this remark. The interests of our schools are too momentous to be imperiled by untaught teachers. Upon a question, then, of such vital moment to our system of free schools as the education of its teachers, should individual effort or private institutions be trusted? Has not the State something to do in this matter? We have been forced to the conclusion that she has, and that it is her policy no less than her duty to establish a NORMAL SCHOOL or SCHOOLS for the education of teachers. The noble State of Illinois, with exhaustless resources, is yet too poor to afford to do without such an institution. We therefore recommend an appropriation by the next Legislature of a sufficient sum annually for the next five years to support a seminary of learning for the education of teachers.

Intimately connected with the qualifications of teachers are the qualifications of school officers. These men should be well informed in all the improvements in school-house architecture and furniture; should be posted on the subject of text-books and the most skillful ways of using them; should understand the character of schools in neighboring places, but, more than all, should be familiar with the free-school *law* and the interpretation given to it by the State Superintendent. To secure this end, there must be some regular means of communication between the Department of Public Instruction and the local school officers. After having carefully examined the subject, and made ourselves familiar with the course pursued in other States in similar cases, and finding that they have made their educational journals that medium of communication, and for this purpose have sent a copy to each board of school officers at the State's charge, on condition that all circulars and instructions from the Department of Public Instruction should be published free, the Board with entire unanimity adopted the ensuing resolution, offered by E. A. Spooner, of Richview:

Resolved, That the Superintendent of Public Instruction be requested to recognize the *Illinois Teacher* as the official organ of the Department of Public Instruction in this State, in which the decisions made by the Superintendent of Common

Schools shall be published, together with all official circulars, and such other letters of explanation and instruction as he may find it necessary or advisable to issue from time to time; and that the State Superintendent shall be authorized to subscribe for one copy of said *Illinois Teacher* to be sent to each township in the State for public use, and charge the cost thereof to the contingent expenses of the Department of Common Schools.

In a conference with Honorable N. W. Edwards, State Superintendent, the Board suggested a few changes in the present Free-School Law, and requested him to bring them to the notice of the Legislature in his report if they should meet with his approbation. The most important of these changes was the substitution of the township for the district system, and the congressional for the county commissionership.

The township system was a feature of Mr. Edwards's original bill, but was struck out by the Legislature and the district system substituted. This seems to the Board to have been a step in the wrong direction. It certainly is adverse to the experience of the older States. Massachusetts, for example, during the last ten years, has been gradually abolishing her district directors, or abridging their powers and centring the control of her schools in a township board. This is voluntary with the people in the several townships, and is the result of well-matured convictions. They found gradation and system impossible while each school-district was a separate independency. Voluntary combinations between districts for the support of a higher grade of school was almost or quite unknown. There were too many conflicting views to harmonize, too many local jealousies to remove, and too many old prejudices to meet. But when they placed the management of their schools under the control of one township board of trustees the desired end was attained. The result of this feature is the great success of her free schools, and it is made the theme of remark and congratulation in almost every report of the Secretary of the Board of Education of that State for the last decade. It is clear that our Legislature disregarded the experience of the older States and the almost universal conviction of those best acquainted with the subject. They doubtless thought the plan impracticable, or that it would be unpopular. Let us state the plan and see if there be any thing in it unpopular or impracticable.

There shall be a Township Board of Education elected in each township and fractional part of a township in the State, with ample power to district the township for school purposes, erect school-houses, grade the schools, prescribe the course of study and text-books, employ and examine teachers, take charge of the pecuniary interests now intrusted to county commissioners, and any other pecuniary interests connected with the schools, and, generally, to do all things which the good of the schools may require.

This Board shall consist of six men, representing, so far as practicable, the various localities in the township and acting as local committees of their respective districts, and shall hold office for three years, as follows: At the first election two shall be elected for one year, two for two years, and two for three years; and after that two shall be elected

annually, thus securing the system of schools from any sudden overthrow, and at the same time protecting the rights of the citizen. It will be seen that all the general duties devolve upon the Board collectively, but that the particular duties of a district devolve upon the member of the Board resident in it. This plan preserves all that is valuable in the district system, at the same time that it secures those other and higher ends which can only be attained by centralizing the control of the schools. Of the propriety of such a change as above indicated the Board have but one opinion, viz., that it ought to be made.

With regard to the commissionership there is some doubt, but the general impression is favorable to the change. The hundred half-starved county commissioners receive annually between twenty and thirty thousand dollars, and yet each one, or rather no one, receives enough to justify him in devoting much time to visiting the schools. If he carefully examines the teachers, and distributes the public funds, and makes the required reports, he earns more than he receives—all beyond this is gratuitous. The fact is, as ought to have been anticipated, that so far as any valuable *supervision* is concerned, the county-commissionership might as well be annulled, and yet it costs the State about thirty thousand dollars. We are aware that the financial argument should have but little weight, although if it *should* be taken into account it would tell in favor of the Congressional-District Commissionership. The great question, however, is, Would nine well-paid, competent men, devoting their entire time and energies to the cause, do more than the hundred men, often badly selected and always illy paid. These can not afford to spend time, and money, and energies, for which they receive no equivalent. The arguments claimed for the Congressional-District Commissionership may be briefly stated:

First, It would be more economical; and, *second*, it would be more efficient.

The Board of Education are also in favor of an Assistant Deputy-Superintendent. Any one at all familiar with the duties of the Department can see a reason for this. The Superintendent is required by law to visit each county in the State and address the people at least once during his term of office. There are one hundred counties. He holds office one hundred and four weeks. To perform this duty effectually he must spend at least one week in each county, which alone would occupy nearly his entire time. But he is also required to keep an office open at Springfield, receive and answer letters, interpret the law, issue circulars, compile statistics, and prepare an elaborate report for the Legislature as often as it shall meet. Now this is simply impossible. One man can not do it. The Superintendent should, therefore, have a competent assistant.

The Board are averse to any change, for the present, in the mode of distributing the school-funds, but acknowledge, at the same time, that injustice is done in some cases by inequality in assessments. This injustice they recommend to the wisdom of the Legislature for a remedy.

The proposition of a grant of land by Congress for the establishment of industrial universities in each of the States of the Union having been

brought before us, we unanimously indorsed it and petitioned Congress for such a grant.

Some time in March the Board made arrangements to coöperate with Professor Baird, of the Smithsonian Institute, in collecting specimens of Natural History and the products of this State, and also contemplated meteorological observations so soon as the requisite instruments could be obtained. It is well known that the Smithsonian Institute has undertaken to collect and digest all the meteorological observations which may be made upon this continent, and that it has in some cases furnished the instruments for that purpose; but the funds of the Institute are not sufficient to do this to any great extent. A committee of four was therefore appointed to memorialize the Legislature for an appropriation to aid in the purchase of a set of meteorological instruments for each Congressional District in the State.

Thus, gentlemen, have we detailed in part our action for the past year and our views upon various topics which have claimed attention.

From this rapid survey it will be seen that problems of limitless importance to us as a people are proposed for solution. We have, it is true, as teachers, little authority in the premises, but really wield great power. Disguise it as we may, upon us rests a large responsibility. Our judgment may be, and if we are wise probably will be, the judgment of lawgivers. But, be that as it may, it is in our power to create a public sentiment favorable to free education, which shall have the force of common law and will hardly need written enactments.

All of which is respectfully submitted.

B. M. MUNN,

R. H. ALLEN,

C. E. HOVEY,

S. WRIGHT,

J. S. BURT.

A. D. FILLMORE,

W. F. M. ARNY,

J. F. BROOKS,

E. A. SPOONER,

B. G. ROOTS.

After some remarks, the report was accepted and laid on the table till the next morning.

J. A. Sewell, of Princeton, now read a report upon gymnastic exercises. This gentleman stated that with the early Greeks these constituted an important branch of education, and attributed to this fact not only the corporeal vigor but also the artistic greatness achieved by that people. A sculptor now is compelled to copy ancient models—were he to chisel 'Young America' truthfully, it would be death to his reputation as an artist. If we would remedy this evil we must copy the example of the Greeks. Now, a perfectly healthy student would be a marvel. Restore the gymnasium and more would be done to establish health than all the efforts of physicians and venders of patent medicines. Mr. S. alluded quite humorously to the fact that to supply the deficiencies of nature we resort to the fields of Georgia, and the whale gives his jaws.

A resolution was now offered and carried inviting the editors of the city to attend and report the proceedings of the Association, and directing suitable seats to be furnished them for that purpose.

Mr. Woodward, of Galena, moved that Mr. Sewell's report should be recommitted for the purpose of adding resolutions to express the sense

for the consideration of this Association, and to instruct the other committees to add to their reports suitable resolutions.

The President stated that the executive committee had contemplated discussions upon the topics embodied in each report.

Mr. Conatty, of Henry, read a report upon the "Self-reporting system" as a means of school-discipline. Education is not confined to the school-room, nor is it ever concluded in this world or the next. Every agent operating on the mind did a part in the work. Attention to this principle has already created a change in the discipline of our school-rooms. More emphasis is now laid upon right, and less upon authority. The self-reporting system requires the pupil to report each day his conduct in school. Love of truth then is required to be inculcated. Strict confidence in the pupil's word was necessary in this system. This relieves the teacher from much of the *onus* of government, imposing it on the pupil.

Mr. Woodward explained his resolution to append resolutions to the reports.

Mr. Reynolds, of Moline, said he had not understood the resolution as expressed by the gentleman to be the same when uttered from the Chair.

Mr. Stone, of Ottawa, thought this addition to the duties of committees would too greatly complicate their labors.

A resolution was submitted to devote the remainder of the morning session to the discussion of the last report.

Mr. Doty, of Peoria, thought this departure from the order proposed in the resolution adopted in the morning would inaugurate two methods of proceeding and create confusion.

Mr. Haskell moved to reconsider that resolution, and submitted another providing for a committee to propose resolutions for the Association, in which should be presented the principles embodied in those reports.

Dr. Waite, of St. Charles, opposed. It would waste time.

Mr. O'Connor, of La Salle, proposed to refer the reports to committees, to be acted upon at future sessions.

Mr. Brooks, of Springfield, thought it best to discuss the reports while the ideas contained in them were fresh in the minds of members of the Association.

It was moved to table the question till after dinner.

Before the vote was decided Dr. Waite spoke in favor of immediately considering the subject.

Mr. Haskell, of Canton, thought it proper to discuss the reports without drafting resolutions.

A gentleman raised the point of order whether this debate was consistent with parliamentary usages.

Decided in the affirmative.

The Association refused to table the resolution, and after remarks from Mr. Stone, it was adopted.

The Association then adjourned to 2 o'clock p. m.

TUESDAY — 2 o'clock P. M.

The Association assembled pursuant to adjournment. After reading the minutes of the morning, Mr. C. Nye, of Peoria, made a report upon 'Tools and instruments, or the true use of text-books.'

In teaching, not so much depends upon the quality of instruments as upon the skill employed in using them. Every teacher's true reliance must be in his own abilities. With him the book should not be all that can be presented upon the subject, but a nucleus, rather, about which every thing is gathered that can be which will interest and inform the pupil. First principles and definitions must be made plain at the beginning. These, clearly understood in their origin and relations, are the real sources of interest. Circumstances should be such as to produce vigorous efforts. The pupil should not be permitted to *drowse* over his task; he should frequently be required to study 'on time'. At the time of recitation the text-book should not be used by either teacher or scholar, unless the exercise be similar to that of reading or spelling. No teacher should consider his task finished until his pupil can make use of language and illustrations not identical with the book in treating of the subject in hand. Every subject should be *taken out* of the book. Careful attention should be given to the practical application of what is learned. More is studied than is practiced. It is a *sine qua non* with the teacher to be able to hold the attention of the class; but, whatever his natural talent, unless he prepares himself so as to teach *independently* there is danger of failure in this respect.

When he had concluded, the President announced the committee on resolutions as follows: C. C. Hoagland, of Henry; Newton Bateman, of Jacksonville; and George Churchill, of Galesburg.

On motion to adopt the report of Mr. Nye, Mr. Haskell, of Canton, commented at some length, inquiring whether more could be expected of a scholar than to learn what was in the text-book. The book was a necessity.

Mr. Stone differed with Mr. Haskell. If we announce that all we expect of the pupil is to learn what is in the books, we should fail as educators of 'Young America'. Not only should ideas be given, but thoughts impressed upon the pupil. We must and do insist that any student should study principles.

Mr. Reynolds said our minds were so organized that there must be material stored in the memory before we can think. The pupil with the best-cultivated memory will make the clearest-thinking man or woman. Memory is not wanted altogether for deductions. He never knew a man of strong judgment who had not a good memory. He would say, cultivate the memory by all the means we can.

Mr. Haskell was not disposed to go quite so far as the preceding speaker, but a teacher was not employed to recite, but to hear the pupil recite the lesson.

Mr. Gates, of Lebanon, believed in cultivating the memory, but a child might be made to know as much as a parrot, and no more. By calling the judgment into exercise the memory is quickened. The speaker cited arithmetic as an example.

Mr. Saul, of Pontiac, considered that the report took no decided ground on either side of this controversy, but as an Association we should be careful what went out from us. If he understood one of the speakers, it amounted to this, that we put aside our venerable authority and substitute our own ideas in their place.

Mr. O'Connor, of LaSalle, said that Science was knowledge, *i.e.*, principle; and Art was this science reduced to practice. Our books should have demonstrations.

Dr. Waite thought, in accordance with the idea of Mr. Reynolds, the name of the profession should be changed from 'teachers' to 'hearers'.

The report was adopted.

Mr. D. S. Wentworth, of Chicago, made a report on 'School-Government'. This was an able production.

The body must be nourished with proper food; so must the mind. It must be fun to think and act. He scouted the idea of 'breaking the child's temper', making him the tool of tyranny. A child thus is not *governed*; he is induced to practice deception, and is being educated to be fit only to be one of a gang of marauders. To make *right* the supreme law, the teacher should make the child feel that the regulations of the school are for the child's best good. When he so feels his affections and passions will be brought under the best influences. He could not dispense with corporeal punishment, but he would have less government and more management. How many teachers are like pirates, and love to boast of the order of their school-rooms, claiming that they punish but very little. But to see the way children are tilted on their seats will show us that there are other cruelties than whipping. Where there is too much government there is cowardice. Such a state of things may do for Austria, but not for America. The child should be acquainted with his rights as a child. Mr. W. proceeded at some length to trace the influence of suitable home and school instruction in forming the character of the citizen. Self-respect he placed at the foundation; all depended on strict regard for personal rights.

The report was accepted and adopted.

A motion to vote thanks to the speaker was tabled, on the ground that the Association declined making invidious distinctions.

Miscellaneous business was now announced. After incidental remarks of little general interest,

Mr. Springstreet, of Peru, took the stand, and exhibited to the Association a plan for a school-building octagonal in form. He showed that a room in this form would seat 600 pupils, while a rectangular structure would only accommodate 360. It also gives more light. The proposed model is three stories.

Dr. Waite offered the following:

Resolved, That the use of that which is termed the 'Neuter Gender' is useless, and therefore hurtful, and should be expunged from the grammars of the language.

Adjourned till 7 o'clock.

TUESDAY — 7 o'clock P.M.

The Association was called to order by the President. Prayer was offered by Rev. Mr. Roy, of Chicago. Anthem by the Choir.

Professor Longley, of Cincinnati, now took the stand, and addressed the Association on Phonetics.

The educational problem underlies all political, all moral and all religious questions. We had heard of a dissolution of the Union; but he did not fear it so much as he did a division into educated and uneducated, rich and poor. The speaker referred to the great number of uneducated in the States of Ohio, Indiana and Illinois. He would not go to the darker South. Now that the facilities of locomotion increased, these elements should keep pace. He trusted the audience would see the advantage, the necessity, of mastering this new method. The speaker proceeded to enumerate and analyze elementary sounds. No child would spell 'see' s double e, but s-e or c-e. The orthography of words with 'ow' or 'ough' was commented on with much humor. He spelled 'murder' in every conceivable manner, ending with *myrrh-dhur* — 'murdering by inches'. He then read off in right blundering style some lines of the 'Young Astronomer's Soliloquy', doing it up inimitably. There is no certain rule for pronouncing the language. In the sentences 'I read this book', 'I lead the horse', it is impossible to tell precisely what is meant. Phonetic spelling obviates this embarrassment. The speaker proceeded to comment at considerable length upon the different systems of orthography. The Phonetic system of teaching was logical, was the only practicable method for teaching foreigners, and was now taught with success in schools in Massachusetts, Ohio and Indiana.

W. H. Wells, late of the Westfield (Mass.) Normal School, but now Superintendent of Schools for Chicago, was introduced, and delivered an address upon 'The Science of Teaching'.

The teacher should make the laws of Nature his constant study. We boast of educational conventions, educational journals, educational improvements — but compare them with agricultural improvements, mechanical inventions. The teacher who fully understands the successive steps by which Newton and Milton attained their greatness is a teacher in the true sense of the term. The mind of Newton has not yet been read by finite power, nor can any one tell how many Newtons and Miltons have lived unknown. He who should seize upon the one truth that 'the growth of mind depends upon its own intense efforts' has but made one step in the art of teaching. Attention is the most important of the intellectual powers. By controlling the power of attention are made the different attainments which are made by different persons. Disuse of this power is better than abuse. The attention of children can not long be kept to a single subject; the teacher should have regard to this fact. Habit is capable of like control. By habit the child makes his every attainment; by habit he forms his intellectual attainments. So in the cultivation of the moral faculties: The child exposed to temptation, and overcoming it, by that habit increases his power to resist it; and the converse is equally true. Reviews fix in the mind

what is learned. Better go over less ground — "learn less," pithily observes Dr. Dewey, "and know more." Most of the lack of success in life is lack of method. Descartes attributed to method his success. To method is due the success of the teacher. The true teacher does not waste time to teach the pupil what he knew before. The speaker was very explicit and interesting on this point. Does this power come by nature or intuition? The answer in the affirmative is an ignorance of the laws of mental growth. It comes by acquisition. No science can be obtained but by study, by method and system. Teachers must be taught; and hence there must be schools where didactics are inculcated. Europe is ahead of us. England has more Normal Schools than we have States; Switzerland has thirteen; Prussia has more than 28,000 teachers, all taught in normal school. The first one in this country was established at Lexington, Massachusetts. Massachusetts has four schools, New York one, New Jersey one, etc. There is a Normal School at Toronto, Canada. The model schools in Canada are the best on this continent except that at New Britain, Connecticut. Chicago has established a Normal School in connection with her High School. The question now remaining is, How shall we establish such a school in this State? The teachers of the West are setting an example in this respect worthy of the imitation of their eastern brethren. In Ohio are two Normal Schools, supported by the teachers themselves. Mr. W. pronounced the Chairman of the Board of Education in Chicago the most self-sacrificing man in the West in educational enterprise. The teachers of the West are setting an example to the East. The South may yet learn from the States of the West; they are the 'Empire States' of the Union. The teacher must appreciate intelligently the duties and requirements of his avocation to become a successful educator.

Mr. Haskell moved the appointment of a committee of nine to nominate officers for this Association. Carried. The following committee was then appointed:

D. S. Wentworth, O. H. Wright, P. Atkinson, W. H. Haskell, C. W. Bowen, J. F. Brooks, E. Jenkins, Geo. Bunsen, J. F. Benson.

Dr. C. C. Hoagland submitted a resolution offering a premium of fifty dollars for the best article to be prepared upon The School System of Illinois, and proposing its improvement. Laid on the table.

Mr. Bateman proposed the following honorary members, who were elected:

J. D. Low, of St. Louis; J. G. McMynn, of Racine; Honorable Henry Barnard, of Connecticut; Alexander Wilder, of New York; Elias Longley, of Cincinnati; James H. Blodgett, Miss M. C. Brown, Miss Nancy Brown, Miss M. E. Crandall, Miss E. A. Stow, of Beloit; D. J. Holmes, of Sheboygan; Professor Fellows, of Fort Wayne College, Indiana; Professor Hedrick, of North Carolina; C. S. Royce, of Ohio; J. J. Goodlander, of Iowa; D. H. Holbrook, of New York; J. H. Rolfe of Cincinnati.

A copy of Mr. Wells's Address was asked for publication.

Adjourned till Wednesday morning.

WEDNESDAY — 9 o'clock A.M.

The Association convened pursuant to adjournment. Prayer was offered by Rev. Mr. McCorkle. Minutes of Tuesday were read and approved.

Report of the Board of Education, made the special order of the day, was announced by the Chair.

The President read a series of resolutions relative to the topics embraced in the report.

It was ordered that the resolutions be read in course and considered. The first was then read, as follows :

Resolved, That the educational interests of Illinois demand the immediate establishment of a State Normal School for the education of teachers; and, in the language of the Board of Education, we therefore recommend an appropriation by the next Legislature of a sufficient sum annually for the next five years to support such a seminary of learning.

Dr. Hoagland deemed this matter to have passed beyond the crisis of an experiment, and did not like the expression 'five years'.

Mr. C. B. Smith, of Sterling, concurred in the views of Dr. Hoagland.

Mr. Pope, of Mt. Morris, also favored the amendment.

Mr. Saul, of Pontiac, thought that by asking too much of the Legislature they should obtain nothing.

Dr. Waite thought that the school system did not stand on a basis sufficiently strong to warrant demanding too much. He was doubtful whether the Legislature was disposed to do much in the matter. He considered a Normal School a necessity of the age.

Mr. W. H. Powell had received a large number of letters from many influential men, from Governor Bissell down to members of the Legislature, asking what was wanted in the premises. Was an appropriation to be made to *establish* a school, or to *maintain* one when it should be otherwise established? He wished to know distinctly the views of the Association upon the subject, more important, in his opinion, than any other to come before this body, excepting, perhaps, the mode of the distribution of the school-fund. It was known to the leading members of the body before him that he had long considered the establishment of a State Normal School the great educational necessity of the State. He had fought long for such an institution, and he now hoped, if a judicious and explicit plan for its establishment should be adopted, that the present Legislature would lend a helping hand and place Illinois among the foremost of that noble constellation of States which had recognized teaching as one of the professions of the age, and the teacher as entitled to a specific training for the arduous and difficult labors of his calling.

Mr. Stone considered that Normal Schools in the East had already passed the ordeal of an experiment.

Mr. Powell announced to the Association that he had just learned that there was a letter in the possession of Professor Bateman from Professor J. B. Turner, of Jacksonville, relating in part to the subject of

a Normal School. He moved that Professor Bateman be requested to read the letter.

Thereupon Mr. Bateman took the stand and read the following letter :

"JACKSONVILLE, December 20, 1856.

"To the Illinois Teachers' Institute, assembled at Chicago.

"GENTLEMEN: I am sorry I am unable to be present during your deliberations. In yielding to this necessity I deprive myself of a great satisfaction.

"I should not have troubled you with any thoughts of my own, except that I am still exceedingly anxious that a State Normal School for Teachers should be immediately endowed; and I hope you may be able to do something to promote that object. If I am correctly informed, since our State officials declined doing any thing for that confessedly good and noble object, mainly on the ground of the poverty and indebtedness of the State, an amount of funds sufficient to have built several such institutions has been illegally embezzled and squandered from the State Treasury by the very persons or parties who then plead State poverty and economy most urgently. I think the teachers of the State, the children and youth, the sons and daughters of the tax-payers, may as well have some small share in the public funds while they are going as to have them all expended to increase private fortunes and erect princely palaces for corrupt and unprincipled political demagogues and plunderers of the Treasury of the State.

"It has ever been my opinion, and the general opinion of the friends of the Industrial League, that a Normal School with an Agricultural Department connected with it would be more strongly bound to the interests and feelings of the masses of our people, and therefore more popular and prosperous than if it stood entirely alone, for precisely the same reasons that such institutions do not so well prosper when standing beneath the shadow of a college, or university, or higher order of school; for it is a law of nature that the stronger and higher should draw from the weaker and the lower.

"Still, if this is not agreeable to the teachers of the State or the friends of the Normal School, I wish them to organize it in such manner as they think best; and on any plan the Teachers' Institute may devise the friends of the League will most heartily coöperate, provided it is effectually separated from such partisan political control as would render it a curse instead of a blessing to the State.

"It is high time, my friends, that you had your Normal School, whether we ever get an Agricultural Department to it or not. Let us all take hold together and try to obtain it, in such form as you may, on the whole, think best.

"Respectfully submitted by yours most truly,

"J. B. TURNER."

Amendments of the resolution, striking out the term 'five years', and changing the phrase from 'to support' to 'to establish and support', were passed.

An amendment naming the sum of \$150,000 as the amount required to establish a State Normal School was rejected.

Dr. Hoagland wished to hear from Honorable Henry Barnard, of Connecticut, on the subject. A resolution inviting that gentleman to address the Association was unanimously adopted.

The Honorable gentleman thereupon came forward and remarked that nothing had been said here of Normal Schools in older States which experience had not confirmed; but he did not believe that benefit would be derived from them unless the teachers moved in the matter themselves. It was not so important to obtain a large appropriation. It would not be difficult to obtain money if the school did its duty perfectly. He thought an enterprise undertaken under auspices so flattering would be fully sustained. In relation to the connection of an Agricultural with a Normal School, his prepossessions were in its favor. He had thought it would be advantageous in Connecticut. In Dublin the same thing was prosecuted to all intents and purposes. While he would not embarrass a good undertaking, he would favor the establishment of an Agricultural School in the neighborhood of the other. The union of teaching practical agriculture with instruction in the art of teaching would result beneficially. Mr. B. was in favor of physical training in Normal Schools, and in favor of adding agricultural, horticultural and other instructions.

The resolution, as amended, was then adopted.

The next resolution was then read, as follows:

Resolved, That we earnestly recommend to the favorable consideration of our Legislature the modification of our present School Law so as to intrust all the general duties of school-directors in each township to one township board of education, after the manner proposed in the report of the Board of Education.

Mr. Powell proposed the following amendment: "Provided, the inhabitants of any township may retain the present district system by so voting at any annual town election." Mr. P. explained, that he offered the proposed amendment to stay, if possible, the otherwise too precipitate expression of the Convention on this important subject. He well knew that a large majority of the members of this Convention were in favor of the township system; but he also recollected that the last Legislature had stricken out that leading feature in Mr. Edwards's bill with a unanimity quite too striking to admit of any doubt as to how public sentiment then stood upon the subject. Had the lapse of only two years worked such a radical change in the minds of the people as to render a resort to the township system exclusively either expedient or wise at this time? While the speaker was in favor of placing the schools of each township under the general management of a single board of directors where the population of a township would admit of such an arrangement, he very much doubted the propriety of pressing the universal adoption of such a measure at this time.

Mr. Sanford, Commissioner of Knox county, opposed the amendment as departing from uniformity, and the resolution as shaking general confidence in the school system of the State.

Mr. Powell was in favor of the principle, but was positive that it would not be generally approved.

Dr. Waite thought it was impossible to understand the School Law at all. He hoped the Association would provide for the submission of several amendments to the School Law to the Legislature.

Mr. Wright having been called to the chair, Professor Hovey spoke. He was in favor of the amendment. It was a salutary check against consolidation; but many towns were anxious for the change. It was impossible to establish superior schools without the township. In the district system the alphabet would be mixed up with the algebra. With the altered law they could have graded schools, high schools, or what else they wanted. Mr. H. spoke at length and with earnestness in support of the change.

Mr. O'Connor, of LaSalle, thought that as the law was now it was best to give it a fair trial before altering it. As to defects in the law, it was the beauty of legislation that any two lawyers could interpret differently.

The resolution, as amended, was then adopted.

The next resolution was then taken up:

Resolved, That we oppose any change of the principle on which the State school fund is apportioned, but we acknowledge, at the same time, that injustice is done in some cases by inequality in assessments, which injustice we leave to the wisdom of the Legislature for a remedy.

Mr. Simons opposed the resolution vigorously.

Mr. Haskell advocated it as practically the best that could be adopted.

Mr. Powell regarded the principle of territorial distribution as vitally essential to the existence of a free-school system. The selfish and narrow-minded policy of adopting the township as the unit of distribution, instead of practically indorsing this high and noble sentiment, viz., "*The property of the State shall educate the children of the State*", he regarded as unworthy both the State and age in which we live. The principle of the stronger helping the weaker was one recognized both by God and Nature. He had regarded the incorporation of this principle into our free-school system as the wisest and the noblest act ever done by the representatives of the people of Illinois. For himself, he regarded the proposed amendment—to give to each township the money raised in such township—as totally destructive of the whole free-school system *as a system*, and a measure fraught with untold injury to all the weaker schools in the State. In the speaker's opinion, the old rate bill, or voluntary system, was far preferable to the present law with the *vital principle* of territorial distribution stricken out. The present law was enacted as a compromise between the advocates of a 'per capita' distribution and a strictly territorial distribution. The speaker appealed to the Convention for a unanimous and emphatic indorsement of the resolution.

Mr. C. B. Smith, of Sterling, inquired whether some means could not be adopted which would obviate the inequality in the assessments, so as to more nearly equalize the same north and south.

Mr. Powell responded, that the same difficulty had been experienced in Ohio, and that that State had appointed a State Board for the equalization of assessments. The adoption of a similar measure in Illinois would, in his opinion, do away to a very great extent with all just cause for complaint respecting the assessment of the school as well as the other State taxes.

Mr. Jenkins, of Vandalia, said he was a representative of 'Egypt'. If this plan was abolished the result would be the overthrow of the whole school-law. The law has but a frail hold on the affections of the people.

Mr. A. Wilder, of New York, was called upon by the Chair to state the system of distribution in that State. Mr. W. proceeded to state that one-third of the school moneys was divided equally among the districts, large and small, and two-thirds in the ratio of population; that this was a compromise between the free-school party and the capitalists, and had allayed the feeling existing. It was operating beneficially and would tend to introduce a system of education free as the air and the light of the sun. We live in the home of 'Young America' and should regard his best welfare. It was bad policy to make changes in a school law. If it did not work well it might be amended, but it should be tried long enough to make it an institution. This was not the case in Illinois. The law was still new and untried; if it were disturbed too soon, or often, the Legislature would repeal the whole bill.

Resolution was adopted.

Adjourned to 2 P.M.

WEDNESDAY — 2 o'clock P.M.

The chair was taken by the President. The following resolution was then read:

Resolved, That we disapprove of the recommendation of the Board of Education to substitute Congressional-District school officers for County Commissioners, believing that the innovation can work no material advantage but an actual disturbance to our educational interests; and, while it is practically an abandonment of the supervisory policy, only provides for the creation of a class of officials whose existence is liable to be terminated at any moment by the caprice of the Legislature.

Mr. advocated the resolution, urging that it was not possible for Congressional-District commissioners to do the duties of the office. No body had heard any thing of the State Superintendent.

Mr. Gates considered it necessary to have a local officer to license teachers. One of the most important objects of the office was to provide for visiting the schools. An officer with sixteen hundred schools to visit could not do it in three hundred and sixty-five days.

Mr. Fillmore offered the following substitute:

Resolved, That the present arrangement in reference to the election and duties of County School Commissioner meets our approbation; but we would recommend, in addition, that the Board of Supervisors or County Commissioners be empowered to increase the salaries of County School Commissioners and prescribe additional duties.

Mr. F. sustained his resolution with remarks, and was followed by other gentlemen.

Prof. Wilder, of New York, upon invitation, spoke upon the question. In his own State the action of the Legislature had been capricious. Some fifteen years since, under the auspices of Hon. John C. Spencer, they had revised the educational machinery, providing a County Superintendent in each county and a Town Superintendent in each town. With this arrangement the progress of the schools was with the stride of a giant. Teachers' Institutes were held in every county of the State. He had, in view of this improvement in schools, often wished that he himself had been born five or ten years later, even at the expense of being so far behind the times. At the instance of several Boards of Supervisors in Livingston county, Albany (always a Know-Nothing county), Oneida and others, the Legislature of 1847 abolished the county superintendentship. The town officers were empowered to do the whole duties at \$1.25 a day, horse-hire being \$2 to \$3. Their bills averaged \$50 a year, some going as low as \$20. The result might not be a degradation of the schools, for he hardly believed in that; but that progress which was a law of political and moral health was not evinced in the schools.

In 1853 the Legislature created the Department of Public Instruction, and elected a man for Superintendent who was deeply inoculated with the virus of reform. Under his auspices a bill was introduced the next winter to create again the office of County Superintendent, which passed one house and was pocketed by a member of the other. Last winter another bill was introduced, abolishing the useless office of Town Superintendent and creating School Commissioners for the several Assembly districts, with analogous powers to those of the town officers. This change had operated with an electric energy. Teachers' Institutes, which had been like angels' visits, few and far between, had now been held in almost every county in the State. In six months a progress had been made in educational matters which had not been equaled by that made for the five years preceding. [Cheers.]

He felt to sympathize with the county commissioners who had to work for little pay. They are like the soldier who was court-martialed for drunkenness. Being reproached for disgracing the service, he asked: "Does 'Uncle Sam' expect to hire all the cardinal virtues for seven dollars a month?" [Laughter.] A hundred and one noble martyrs were chosen here to do the duties of public servants, all of whom he hoped would be put down in the Prayer-Book. They needed sympathy. But the proposed District Commissioner would be unknown and unfelt. Like what the Concord man said of Frank Pierce, 'spread over so wide a space, he would be very thin every where.' [Laughter.] A future Legislature, in eagerness to save thousands while squandering hundreds of thousands, would, in a fit of caprice, throw the officers overboard. It was the way that politicians did business.

Mr. Wright spoke a few minutes in defense of the change in the law. The substitute of Mr. Fillmore was then adopted.

The following resolutions were also passed:

Resolved, That the educational interests of this State demand the creation of the office of Deputy-Superintendent of Public Instruction, to assist the Superintendent in the discharge of the duties of his Department.

Resolved, That it be earnestly recommended that the election of school officers be held at a time separate from that of other county officers.

Recess ten minutes.

On calling to order, Mr. Sanford offered the following, which was adopted :

Resolved, That our Legislature be requested so to amend the School Law as to make it the duty of the School Examiners to state in their certificate of examination the character of the examination in each branch required by law to be taught, and that the School Examiner have authority to limit the time for which the same shall be given.

The President read a proposal from Mr. Mosely, President of the Board of Education of Chicago, offering a premium of fifty dollars for the best Essay on 'The Evils of Irregularity of Attendance and of Tardiness at School, and the Best Remedy'—said Essay to be in the hands of the Board of Education of this Association by the first day of June, 1857.

The proposal was accepted.

Dr. Hoagland submitted a resolution offering a premium of fifty dollars for the best Essay on 'The Conditions and Necessities of the Common Schools of Illinois, with Suggestions for their Improvement'.

Laid on the table.

Prof. Standish, of Galesburg, inquired whether a session would be held to-morrow.

The President replied that there was too much business to be finished to-day.

Prof. S. replied that if the Institute would meet at Galesburg they would entertain them four days.

Upon an appeal by Mr. Bowen not to reflect upon Chicago, Prof. S. replied that he did not so intend, but wished the next Annual Meeting to be held at Galesburg.

After some desultory remarks, Prof. N. Bateman, of Jacksonville, offered the following resolution, which was adopted :

Resolved, That, in the judgment of this Association, the School Law should be so amended as to authorize the County Commissioners to *revoke* certificates when forfeited by gross immorality or other adequate cause, to be determined by said Commissioners.

The Executive Committee, through Prof. Bateman, Chairman, proposed the following amendments to the Constitution, which were adopted :

1. That Article 9, providing for the Committee on 'Books and Library', be expunged.

2. That so much of Article 6 as relates to the appointment and pay of the State Agent be repealed.

3. That all other parts of the Constitution be so changed as to coincide with these amendments.

The Nominating Committee reported the following officers for the ensuing year:

President—S. WRIGHT, of Lee county. •

Vice-Presidents—First District, W. D. Palmer; Second, J. C. Dore; Third, D. Wilkins; Fourth, Wm. H. Haskell; Fifth, C. W. Bowen; Sixth, A. W. Estabrook; Seventh, J. A. Smith; Eighth, M. J. Lee; Ninth, B. G. Roots.

Recording Secretary—N. Bateman, of Jacksonville.

Corresponding Secretary—Dr. C. C. Hoagland, of Henry.

Treasurer—C. Nye, of Peoria.

Editor of 'Illinois Teacher'—C. E. Hovey, of Peoria.

Corresponding Editors—J. F. Eberhart, of Dixon; P. Atkinson, of Bloomington; E. S. Willcox, of Galesburg; J. Moore, of Chicago; W. S. Post, of Jonesboro; W. S. Pope, of Mt. Morris; Miss E. McClave, of Whitesides county; Miss H. M. Weaver, of Quincy; Miss Shields, of Chicago; Miss Sill, of Rockford; Miss L. M. Morgan, of Paris; Miss Mary A. Safford, of Shawneetown.

Executive Committee—D. S. Wentworth, Chicago; J. L. Hodges, Joliet; J. Stone, Jr., Ottawa.

School Government—E. A. Spooner, T. W. Bruce, J. F. Benson.

The report was adopted and the above officers were declared duly elected.

A resolution was adopted that the Convention do not continue its deliberative sessions beyond Christmas noon.

Mr. Bateman offered a resolution changing the time of the annual meeting to the second Tuesday in July.

Mr. Etter objected to the date, as most teachers from the East would be absent and could not attend.

Mr. Wilkins and others spoke on the resolution.

Dr. Hoagland proposed an amendment fixing on the second Tuesday of October.

Mr. said half of the teachers could not attend.

Dr. H. declared that *eleven-tenths* of them would come. [Laughter.]

Mr. proposed the second Tuesday in April.

The whole subject was laid on the table.

Adjourned till evening.

WEDNESDAY — 7 o'clock P.M.

* The Association was called to order by the President. Prayer was offered by Rev. Mr. Brooks. Music was then performed by the Choir.

The President then addressed the Association, giving a sketch of the history of the *Illinois Teacher*.

Two years ago it was commenced, but its first year's subscription did not exceed 300. The next year it was decided to make another effort. The person who accepted the trust did it with misgiving. A venerable

man, a county commissioner, proposed to take some course to call attention to the *Teacher*. It was proposed that a banner be presented to the county which should give the largest number of subscribers, and to the individual who should obtain the largest list a copy of Colton's Atlas. The teachers of Peoria had intended to win the banner. He had obtained forty subscribers, when a check of \$100 from Bureau county cast him into the shade. He tried again, and, together with the County Commissioner, D. McCulloch, Esq., obtained a subscription from the Supervisors of Peoria county; but another check of \$50 again cast him behind. Another draft had caused him to despair; and he now presented to the venerable Commissioner of Bureau county the well-earned Prize Banner.

Mr. Hovey now exhibited the banner. It was elegantly designed—one side containing in the centre an open book, surrounded by copies of the *Illinois Teacher*; the other this inscription: "Educational. 250. Bureau, the Banner County for 1856."

Mr. Church, now receiving the banner, said that though it might be considered merely as a gaudy rag, its value exceeded \$20,000. When the people of the East came to settle in the West they would inquire for the county where most interest was taken in education. It would raise their property one per cent. That banner was an honor to the county to which it was awarded.

As the venerable man left the stand, the Choir performed a choice musical selection.

Mr. Wilkins offered a resolution thanking the Choir and their leader for their attendance and acknowledging their ability, which was adopted.

Professor Bateman, of Jacksonville, delivered an Address upon the following subject: 'Is the fundamental principle of our School Law, viz., a legislative *ad valorem* tax, just and right? is it in harmony with the spirit of our Constitution and Government?'

Much of the machinery of the school system was operated by third-rate politicians, who must do something to exhibit their authority and consequence. The first-rate teachers left the profession as soon as possible. Pedagogues were slaves, as in ancient Rome. Examinations were taken off admirably by the speaker. No set of examiners can tell the ability of a young man till he is tried. The whole school system was exhibited in this vein by Mr. B. Schools (said he) will take care of themselves. Those having children to educate will provide the proper means.

The President announced that the rooms of the Young Men's Association were tendered to this Association to-morrow and next day.

Recess of five minutes.

After calling to order, the President announced an invitation from Superintendent Wells to visit the High-School Building of the city; also, that the Banquet to the members of the Association would be given at the Tremont House to-morrow evening.

The Honorable Henry Barnard, of Hartford, Connecticut, being then introduced, spoke substantially as follows:

In following out the train of remark pursued by Mr. Bateman in a paper on the objections to a system of State taxation for the establishment of public schools, Mr. Barnard said that he should take it for granted that in this country every child had a right to an education—to the enjoyment of all needful helps to intellectual and moral, as well as physical growth; and that it was the first duty of the parent or natural guardian to provide such helps; and that it was the highest interest of the State to assist and stimulate parents in this work, and its first duty to protect itself from the consequences of any considerable neglect on the part of parents, and its highest interest to secure in some way the best education of every member of the community. So far as he had studied the subject, he was satisfied that the duties and wishes of parents, and the highest duty and interest of the State, would be best secured by a liberal system of public instruction, embracing many agencies beyond the ordinary district or elementary school, and providing for the wise application of funds raised for school purposes, so as to secure the two fundamental conditions,—an education cheap enough for the poorest, and good enough for the best;—free, if that is thought or found to be necessary; but, under all circumstances, good, or rather the best of its kind. To make public schools good there must be appropriate places for holding them—there must be convenient, healthy, and attractive school-houses, with all those material aids of illustration and experiment which the best teachers find not only useful but indispensable to the highest success in instruction. The children, and all the children, of the community must be in attendance; and this attendance must be regular and punctual, and for a sufficient length of time. When at school, the children must be perfectly classified, so as to facilitate the work of instruction and discipline, under teachers of the right sort, and the whole system must be administered with as much fidelity, intelligence and skill as any other department of the public service, with all the quickening and co-operating influences which the highest parental interest could impart.

The speaker then proceeded to illustrate and enforce these views with great earnestness, and in detail. We can only give, from the memorandum before us, a few of the points made:

I. The State should authorize the Superintendent of Public Schools to furnish plans and specifications for the construction and furnishing of school-houses for every grade of schools, and to such districts as would adopt them or other plans approved by the Superintendent, a grant in aid of local taxation or individual subscriptions should be made. In this way school-houses with the latest improvements would be built, and generations of children would be saved from the curse of such houses as still abound in our country—repulsive, unventilated, inconvenient, and every way unsuitable structures.

II. To secure all the material aid and appliances of illustration, which the best of teachers find, if not indispensable, at least highly desirable in the work of instruction, the State should make a grant in aid of local subscriptions and taxation to purchase globes, maps, and other apparatus. A few thousand dollars expended in this way by the State

will lead to the raising of a much larger amount by parents and by districts, and the articles thus secured will be much better cared for than if purchased entirely by the State.

III. To secure the proper gradation of schools a portion of the public money should be appropriated exclusively to public schools of a higher order than are now generally established, except in large cities and villages, and distributed to their schools according to the number of scholars pursuing the studies of an advanced course, proficiency in which should be ascertained by written examination papers. The establishment of one or more schools, or a department of this character, in every town, is indispensable to the highest success of a system of public schools.

IV. The State should appropriate its funds in such way, and adopt and enforce such regulations as experience has proved necessary to secure the regular and punctual attendance of children at school. This non-attendance and irregular attendance—amounting in the aggregate to nearly two millions of children of proper size and age in the country—is the most alarming fact in the condition of American education, and the weakest point in our system of public schools. It is a cruel mockery to speak of expensive, convenient and attractive school-houses, of well-qualified and well-paid teachers, of schools of every grade, from the alphabet to the collegiate, as encouraging indications of a successful system, when one-half of all the children of the State are not to be found at any one time in any school, public or private. In the cities and districts where the greatest efforts have been made, the fact is undeniable that there is still a large number of children not gathered into the school, or who attend so irregularly that their school instruction amounts to nothing. The speaker then proceeded to point out various ways in which the State and local boards might do much to secure the regular and punctual attendance of children at school.

1. A portion of the public money, either directly by the State or subordinately by the counties, should be distributed to townships and districts according to the attendance of children at school for at least eight months in the year, and the larger the average attendance secured, the larger should be the proportion received.

2. In addition to the regular compensation of teaching, there should be a contingent fund reserved by each township or board of education, which should be distributed among the teachers according to the average attendance of pupils as shown by the register accurately kept; and no teachers should receive any portion of the fund who did not present at least a certain average to be fixed by the committee. The punctual attendance of children depends very much on the teacher. He can inspire that love of study and the schools which will overcome a large amount of neglect at home.

3. Regulations as to attendance should be made and enforced, by which a certain number of absences unexcused should forfeit the child's place in the school for the term.

4. A small tuition by the parents—not in any case to exceed one dollar for a child, payable and collectable in advance, would serve to

quicken the sense of parental responsibility, and at the same time increase the anxiety of the committee to employ good teachers.

5. As the last resort, laws should be adopted and enforced to protect society against the consequences of parental neglect, by providing for the education of vagrant, truant and neglected children in a class of industrial schools—to be established on the basis of christian charity, and aided by public appropriations.

This last point was dwelt upon at considerable length, in connection with the subject of reformatory education—which the speaker thought was not to be wrought out by prison walls, and ordinary prison discipline. The great work of reformatory education was in the establishment of preventive agencies in the substitution of the home and school industry for the street and idle habits of a large number of children who grow up to become inmates of jails and prisons.

Dr. Waite moved a vote of thanks to Mr. Barnard for his able Address. Carried.

Mr. Stone moved a committee of five to report a place of meeting for the Association. Carried.

Messrs. Stone, Churchill, Jenkins, Brooks and Benson were appointed such committee.

Mr. Hovey announced that a banner would be presented next year to the county which should furnish the most subscribers to the *Illinois Teacher*.

Mr. Couch, of Peoria, offered a resolution recommending that some pecuniary aid be extended to Prof. Hovey to indemnify him for the loss sustained by the burning of the October issue of the *Illinois Teacher*.

Messrs. Nye, Doty, Couch, Waite, and others, spoke in advocacy of the resolution.

Mr. Wilder related his first visit to Peoria, on the morning of the fire; his first interview with Prof. Hovey; his admiration of that gentleman's coolness at the disaster; and his hope that sympathy would be extended to him not by simple emotion but, by practical pecuniary effort.

The resolution was adopted, Mr. Wilkins in the chair.

Mr. Hovey having signified that an increased subscription would be his best indemnification,

It was moved by Mr. Etter that those who would become responsible for an increased subscription should signify the same.

The following pledges were made:

D. Wilkins, 50 copies; S. Wright, Lee county, 50; S. M. Etter, Marshall county, 50; A. L. Tracy, Warren county, 50. Geo. Bunsen, St. Clair county, 50; C. H. Doty, Peoria, 50; W. H. Wells, Chicago, 50; J. F. Eberhart, 50; Mr. Stone, Ottawa, 25; Mr. Clark, McLean county, 25; Dr. L. D. Glazebrook, St. Charles, 10; John A. Forsyth, Mercer county, 10; Mr. Sewell, Bureau county, 30; Wm. G. Wood, Woodford county, 25; Ann M. Herring, Howard, 20; Mr. Philbrook, Fayette county, 10; Mr. Oram, Greene county, 10; Crosby, Nichols & Co., Boston, 10; N. Bateman, Jacksonville, 25; Geo. H. Church-

ill, Knox county, 25; D. H. Wheeler, Mt. Carroll, 10; W. H. Haskell, Fulton county, 75; C. H. Crowell, Madison county, 30; E. M. Bruce, Tazewell county, 20.—Total, 760.

A committee of three was appointed to canvass further for the *Teacher*.

Adjourned till 9 o'clock to-morrow morning.

THURSDAY — 9 o'clock A.M.

Association met, pursuant to adjournment, and was called to order by the President.

The following letters were read by the President :

From the Principal of the New Jersey State Normal School.

TRENTON, N. J., Dec. 12, 1856.

C. E. HOVEY, Esq., Pres. Ill. State Teachers' Association :

Dear Sir — Your esteemed favor of the second ultimo is received. Your kind invitation to attend the Annual Meeting of the Illinois Teachers' Association, on the twenty-third, twenty-fourth and twenty-fifth, I regret that I can not accept. Allow me, however, to be with you in spirit, although absent in body, and to tender you, and through you the teachers of Illinois, of my cordial sympathy and best wishes.

It is perfectly evident, from the indications of life and progress which manifest themselves in your State, that the teachers of Illinois are determined to take care of themselves and of the sacred cause committed to them. Permit me to impress upon the minds and hearts of the members of your Association the great fact that you can not expect to make substantial progress without the indispensable aid of a liberally-endowed and efficiently-conducted Normal School. Your great and rising State owes it to herself, to her teachers, and to the countless hosts of her coming generations, that she no longer neglect this powerful instrumentality for the promotion of universal education. "It is the *master* that makes the school," and it is the diligent, careful special training that makes the master. Not that there may not be many good teachers without Normal Schools, but that all may be greatly improved by them, and that it must be by their powerful agency that we are to expect the great mass of our teachers to be properly qualified for the high duty of educating the people. May the day be not distant when Illinois shall vindicate the liberality and intelligence of her people by the establishment and liberal endowment of the best State Normal School on this side of the Ocean.

In reply to your inquiries respecting the success of Dr. Hoagland as Agent of the State Teachers' Association, allow me to say that, in the opinion of those best informed upon the subject, this State owes more to his judicious and indefatigable labors for her educational progress than to any other man. Had it not been for him we should not have had our Institutes and our Normal School. He has been the life and soul of every really progressive movement in behalf of popular education in this State for the last ten years. His own county (Somerset) has been admitted to be for several years the 'banner county', and this mainly through the exertions of Dr. Hoagland. As a conductor of Institutes he has few if any equals. He possesses energy, tact and experience, which eminently fit him especially for pioneer movements education-ward. His character is above reproach. I believe him to be a sincerely religious and conscientious man, and one to whom the great interests of the good cause may be safely intrusted.

With cordial good wishes for a pleasant, harmonious and profitable session, and for the success of the great work in which you are engaged, I remain

Very truly your friend,

WM. F. PHELPS.

From Rev. Mr. Post, of Jonesboro.

JONESBORO, Ill., Dec. 19, 1856.

PROF. C. E. HOVEY: *Dear Sir*—Appointed a delegate by the Union County Educational Association to attend the State Teachers' Association in Chicago, I regret exceedingly that the severe sickness of my child will prevent my being present with the educators on that occasion. Mr. J. F. Benson, the other delegate, will be with you, and will probably answer to my name when called for the Essay on 'Who should be Teachers?' *We can't read much down here in Egypt, but we entertain the notion that Chicago is away up north, toward the North Star some where, yet too far from Jonesboro ever to amount to much.* I trust that Mr. Benson, with his wife, will be able to find the famous city. My heart will be with you there; and I bid God-speed to every movement promising good in the noble cause of education. Now is the time to strike strong and heavy blows for the glorious cause in this section. "Things is moving." Something must be done. I am ready to work 'with all my might and main' with any one who will 'put his hand to the plow' with me. In the South we want light, more light on the subject. If you can point out to us 'a better way' we will gladly walk therein. "Who will show us any good?" I believe that we are really and truly *through with our voting* at least, by this time; so some of us want to form Educational Associations in every county in this region. Even friend Powell could not be charged with electioneering for himself if he should visit us again. In the cause of education, as well as religion, we send up the Macedonian cry, "Who will come down and help us?"

The people here are anxious to have the next Annual Session of the State Association held in Jonesboro. In their behalf, I cordially invite you to meet here. We have four hotels, and warm-hearted, generous friends of education will gladly welcome you into 'benighted Egypt'. As in ancient Egypt corn was raised in abundance, even enough to supply the famishing Israelites (from which circumstance the term 'Egypt' is applied to *this* region, and *not* from its moral darkness; as it is an admitted fact that, the crops falling from the drought in the central portion of the State one season, the people there came down here for grain); I say, as in ancient Egypt corn was raised in abundance, so in modern Egypt, in this 'vast hospital', this 'mighty grave-yard', amid these 'wild haunts of monsters, poisons, stings and death'—for many strange, 'passing strange', notions are entertained of the 'Egypt of the South'—if the seed be sown there will be gathered, not only plentiful crops of grain, but a rich harvest of mind for all coming time; and

"Mind, mind alone,
Hath light, and hope, and life, and power."

Yours truly,

W. S. POST.

From Rev. A. Smyth, Editor of Ohio Journal of Education, and Superintendent-elect of Public Instruction for the State of Ohio.

OFFICE OF JOURNAL OF EDUCATION, }
COLUMBUS, Ohio, Dec. 20, 1856. }

MESSRS. HOVEY AND POWELL: *Dear Sirs*—Your favors I have delayed to answer, through the hope that I could so arrange my business as to be with you according to your kind invitation. But I am obliged to say that I can not do myself this pleasure. Our annual meeting will be held one week after yours, and, as I happen to be President of the Association, I have much to do to prepare for that gathering. Again, I am winding up my editorial duties, and preparing to assume my new office, and these matters keep me confined to my office.

But be assured that I would like very much to be with you. I think the Editors of educational papers and the State School Commissioners ought to have such a meeting, to compare notes, etc. Can we not get up a Northwestern Educational Convention some time in 1857? What say you to this idea?

I know that you will have a good time at Chicago. Heaven bless your efforts.

Can you not be with us at our meeting in this city on the thirtieth and thirty-first instant? We should be most happy to see you here.

I shall send this to Chicago, as I fear that it would not reach you at Peoria before your meeting.

Truly yours,

A. SMYTH.

From Prof. Huntington, of Harvard University.

HARVARD UNIVERSITY, }
CAMBRIDGE, November 25, 1856. }

MY DEAR SIR: I thank you sincerely for your kind invitation. There will be much interest and pleasure and instruction in such an excursion as you propose; but my duties here put it quite out of my power.

With great regard, your obedient servant,

F. D. HUNTINGTON.

From Dr. Haven, recently of the State University of Michigan.

Boston, November 15, 1856.

PROF. C. E. HOVEY: *Dear Sir*—I am obliged to decline the invitation, tendered me by Prof. D. Wilkins, to be present at your Teachers' Association on the twenty-fifth of December. I am pressed with engagements which render it impossible for me to spend so much time on the road. I regret it, as it would afford me great pleasure to meet the teachers of the Prairie State.

Very truly yours.

E. O. HAVEN.

From Prof. Louis Agassiz, the great Naturalist.

C. E. HOVEY, Esq.: *Dear Sir*—My engagements have made it impossible for me to acknowledge the receipt of your letter earlier. I am sorry that my time is so much occupied as to oblige me to decline your invitation to address your Association.

With much respect, yours, etc.,

L. AGASSIZ.

From the Editor of the Wisconsin Journal of Education.

RACINE, Wis., Dec. 11, 1856.

C. E. HOVEY: *Dear Sir*—In reply to yours of the seventh instant, I must state that it will be impossible for me to accept your invitation to address the Illinois Teachers' Association at the time you mention. My time for the next two weeks will be very much occupied, so that I could not prepare.

Hoping to renew old acquaintance in a few days, I am

Yours truly,

JNO. G. McMANN.

From Mr. Stone, Editor of the Indiana School Journal.

INDIANAPOLIS, Dec. 15, 1856.

FRIEND HOVEY: It would give me great pleasure to accept your kind invitation to the meeting at Chicago, but circumstances will prevent. Our meeting follows yours, and commences on Monday, the twenty-ninth. I should be happy, and so would our Association, to welcome you here at that time. A visit from you at any time would give us great pleasure.

Yours truly,

GEO. B. STONE.

From the Principal of North Granville, N. Y., Seminary.

FRIEND HOVEY: Nothing would give me greater pleasure than to accept of your kind invitation to attend your State Convention. Home duties forbid. My sympathies are with you and my good wishes always for you.

Yours very truly, etc.,

HIRAM ORCUTT.

From Prof. Beecher, of Knox College.

GALESBURG, Dec. 11, 1856.

DEAR SIR: I should be happy to attend the Convention of Teachers on the twenty-third and deliver an Address, but my engagements in the College will not permit me to leave.

With my best wishes for the prosperity of the Association, I remain

Respectfully yours,

CHARLES BEECHER.

W. H. Haskell, of Canton, read an Essay on 'The Duties of County Commissioners'. It was an able and explicit essay, and defined the duties of officers with great precision. It was accepted and ordered to be published.

Mr. H. O. Wright, of Belvidere, read an Essay on 'The Compensation of Teachers'. It was a clear and ably-written paper. It contended that the salaries of Principals of large schools ought not to be less than \$1,000 or \$1,500 a year, in proportion to the importance of the school and the ability of the district where the school is situated; and that district teachers ought not to be less than \$25 to \$30 a month, and board at one place. Accepted.

Mr. J. B. Smith read an Essay on 'Public and Private Schools Com-

pared'. Private schools commanded superior teachers, while public schools were carried on with inferior ones. Education in public schools is not education, properly so called. There the intellect only is cultivated; the morals are left uncultivated. Private schools are an aristocracy—not the cod-fish variety, but that kind which looks down upon and despises the poorer classes. Mr. S. quoted the *South-Side Democrat*, where the editor expresses his detestation of the very word 'free', from *free speech* to *free schools*. He charged to the want of free schools the disorders which prevailed in southern society. The child in private schools looked down on his poorer playmate. In the public school all are upon an equality. It is the duty of the State to provide as well for the higher scholarship of the pupil as for the lower. If public schools are not what they should be, elevate them. In places where there were good public schools private schools died out. Mr. S. concluded by urging the people to provide for the moral as well as for the intellectual culture of the children in the public schools.

The Treasurer next submitted his Report, showing that there remained in the treasury \$12.50. Report accepted.

Mr. Cady addressed the Association upon 'Music as a Department of Education'. He urged that health was cultivated by the practice of music. Its social was even superior to its physical influence. Kind-

ly feeling will spring up where voices unite. The Address was humorous and able.

Recess for five minutes.

On calling to order, Mr. McMynn, Editor of the *Wisconsin Journal of Education*, was invited to address the Association upon the subject of Schools in Wisconsin.

The teachers of Wisconsin feel the importance of a movement like the one presented before this Association. They felt the same obstacles, had the same prospects, as those of Illinois. The State has recognized the truth that every child is entitled to a free and full education. He was full of confidence as to the result. He concluded by inviting the teachers of Illinois to attend the meetings of Wisconsin. The line which separated Wisconsin from Illinois was an imaginary one, in crossing which one need not stumble. [Cheers.]

Mr. Low, of St. Louis, Missouri, was gratified to meet with the teachers of Illinois. There was one basis on which we could all stand—common-school education. [Cheers.] He came not here as a representative, but because of his interest in the education of the masses. Knowing that the people of Missouri were with them, he had come to give the fraternal greeting, to bid them God-speed. Upon the teachers alone it depended to elevate their profession. If they complained of inefficient compensation, of a want of appreciation, blame themselves and not the dear people. The hearts of the teachers of Missouri were with them. In Missouri they were not so very benighted; they had a little leaven to leaven the mass. Last season they had forty Teachers' Institutes. They had commenced a State Association. In the great work of education let us stand or fall together.

Professor Hedrick, of North Carolina, was announced with great applause, but did not appear; a delegation was appointed to wait upon him, and request his attendance.

Professor Fellows, of Indiana, presented a melancholy picture of schools in Indiana. They had a few 'live' teachers. They looked to Illinois for counsel and strength. He had thought that prairies were more favorable to the growth of mind than woods. He had been almost confirmed in this conclusion.

Mr. Wilder, of New York, was next introduced. He said the history of educational progress in New York was the history of the official administration of the present State Superintendent. When that gentleman came into office the school system was disarranged, the free-school law broken down by politicians, and a general disorder prevalent. There might be better educational men in New York, but few men could accomplish more. They had approximated free schools, had become better organized, had held Teachers' Institutes in almost every county in the State. New York was moving. He said it not out of compliment, but he regarded the teachers of Illinois as a class to be superior to those of New York. They had nominated and elected a State Superintendent, which those of New York could not do; but New York could vote straight one way; the Illinoisans could not do quite as much. They were, however, now taking the steps necessary to constitute them

the Empire State of the West. He could, though not a formal representative, assure the teachers present of a cordial greeting from the teachers of the Empire State of the East.

Mr. Barnard was called for, but did not appear; it was also stated that Professor Hedrick had left the city.

The committee to whom the subject was referred reported in favor of holding the next Annual Meeting at Jonesboro, on Tuesday next succeeding the 25th of December, 1857.

The President read a letter from Mr. Post, inviting the Association to meet at Jonesboro.

Dr. Waite inquired where Jonesboro was. [Laughter.]

Mr. Willcox deprecated the action of the committee, and advocated the holding of the next Annual Meeting at Galesburg.

Mr. W. H. Powell defended the action of the committee. He wanted to go to Jonesboro. It was due alike to the best interests of the Association as to the band of noble teachers who are now battling for the good of the cause in Southern Illinois that the next session of the Association should be held at some point south of Springfield. A year since the pledge had been virtually given that the next meeting should be held south. Our southern friends are making superhuman efforts to advance the interests of our common cause, and they now send us up from their hard-fought field the Macedonian cry, "Come down and help us." "There are men within the hearing of my voice now," remarked the speaker, "who are anxiously waiting the termination of this question." He then saw an old man before him (Mr. Bunsen, Commissioner of St. Clair County) who had done and was doing perhaps more than any other in Southern Illinois for the advancement of the cause of popular education, who was gazing with intense anxiety at the speaker, and whose countenance betrayed full well how deeply he felt upon the subject. The speaker had no objection to Galesburg. The people of that noble town had too well vindicated their appreciation of the cause for which the Association was laboring to need any encomium from him. But for the pledge given the South last year, and the eminent fitness there was for holding the next meeting there, he would quite as soon go to Galesburg as to any other place in Northern Illinois. The speaker knew they would receive a hearty welcome from their southern friends. It had been his good fortune to spend a few weeks among them during the last summer, and, though his situation at that time was a peculiar one, and while he had responded to the invitation of the Board of Education to go south and aid in the organization of Educational Associations with great reluctance, owing to the fact that his motives might be misconstrued and he be thought to be on an electioneering instead of an educational tour, he gladly bore testimony to the generous hospitality and cordial welcome every where extended to him by the people of South Illinois.

Mr. Pope also advocated going to Egypt. It would do much to wipe out the invidious distinction between the northern and southern parts of the State. At Jonesboro they would find plenty to eat, to drink, to interest themselves with. They would find a population there ready

to receive them and coöperate. For their own benefit they should go South.

Prof. Atkinson thought if any place had claims for the next meeting it was Galesburg. That place, with perhaps but one exception, had done more than any other place in Illinois for education. It was better not to go to an extreme point.

Mr. Stone thought they ought to lay aside all sectional feeling. This year they had come up to the extreme North; now they should be willing to go South. Perhaps they had a brother sold down into Egypt. The call had been made to go down and help them.

Dr. Cutcheon was willing to go down into the heart of Egypt, but Jonesboro was beyond. The place was hard of access by railroad. It offered them nothing but hotels. He moved to go to Salem. It had equal accommodations and was nearer the heart of Egypt, while Jonesboro was beyond.

It was also moved to substitute Galesburg.

Mr. Sawyer advocated Galesburg. It was not a compromise to come to Chicago. Most of the railroads passed here, and the members were compelled to take Chicago in their route. More than four-fifths of the Association lived north of Galesburg, and it was impolitic to take them to an extreme point south.

The motion to substitute Galesburg was lost.

The amendment fixing the place of the next meeting at Salem was declared lost.

The question was left finally to the Board of Education.

The following resolutions were passed :

Resolved, That all County, Town and City Teachers' Institutes and Associations may become auxilliary to the State Teachers' Association, and are authorized to send delegates, elected in accordance with the restriction in Article 1 of the Constitution, to represent them in this body.

Resolved, That the thanks of the Association be presented to the following hotels, for their gratuitous accommodation of delegates to this Convention : Sherman House, 12 guests ; Tremont House, 12 ; Briggs House, 12 ; Richmond House, 8 ; Metropolitan Hotel, 6. New York, 6 ; Hotel May, 6 ; Matteson House, 4 ; Wells House, 4 ; Cleveland House, 3 ; Garden City House, 2 ; Revere House, 2 ; Clarendon House, 2 ; Massasoit House, 2.

Resolved, That the thanks of the Association be presented to Mr. Stratton, of Bryant and Stratton's Commercial College, for his generosity in providing accommodations for delegates at the hotels at his own expense.

Resolved. That the thanks of the Association be tendered to the citizens of Chicago generally, and to the local Committee of Arrangements in particular, for their generous hospitality in providing a home for the teachers of the State during the continuance of our meetings.

Resolved, That the thanks of the Association be tendered to the following railroads, for their generous liberality in providing the delegates to the Association 'return tickets' free, viz: Illinois Central ; Chicago, Alton and St. Louis ; Chicago and Rock Island ; Chicago and Burlington ; Dixon Air-Line ; Chicago and Galena ; Chicago and Milwaukee ; Great Western ; Terre Haute and Alton ; Michigan Southern ; and Northern Cross.

Resolved, That each one of the teachers and members of the Association hereby pledge himself and herself to obtain and forward to the Editor subscriptions for at least five copies of the *Illinois Teacher*.

Resolved, That the thanks of the Association be tendered to Messrs. Bryant and Stratton, for the liberal offer of their Commercial-College hall for our use.

Resolved, That we tender our thanks to Messrs. Merriman and Morris, of Bloomington, the former publishers of our journal, for the interest they manifested in making pecuniary sacrifices in its behalf while it was in its infancy; and, as a demonstration of our good will, if they will place the copies in their possession of the first volume in the hands of our Editor, C. E. Hovey, we will use our best endeavors to procure subscribers for the same.

Resolved, That we tender our thanks to Messrs. Nason and Hill, of Peoria, for the beautiful mechanical execution which the *Illinois Teacher* in its monthly issues has exhibited, and that we sincerely sympathize with them for the loss they sustained in the burning of their office.

The newly-elected President of the Association, S. WRIGHT, was introduced by the retiring President, Prof. C. E. HOVEY.

A vote of thanks was tendered the ex-President, for his untiring devotion to the interests of the Association.

On motion, the Convention then adjourned till seven o'clock P.M., when they would assemble at the Tremont House.

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The following resolutions were adopted by the teachers before the final breaking-up, after the banquet:

Resolved, That the teachers of the State of Illinois, in Association assembled, take this opportunity to express their gratitude to their noble-hearted and generous entertainers of Chicago, for the liberal and munificent reception for which they are indebted.

Resolved, That in an especial manner our acknowledgments are due to Messrs. E. D. Osband, H. D. Stratton and D. S. Wentworth, the Committee of Arrangements, for the signal ability, tact and courtesy displayed by them in preparing this princely entertainment for their educational brethren; and that, in our opinion, they have proved themselves excellent 'citizens of no mean city'.

Resolved, That we will bear with us to our homes grateful recollections, and that we will ever point to this our visit to Chicago, and particularly to this *reunion*, as one of the brightest episodes of our lives.

Resolved, That we extend to W. H. Wells, to the Chicago Board of Education, to Messrs. Osband, Stratton and Wentworth, to the teachers of the Garden City, and to our entertainers, our cordial wishes for their future prosperity, and that we hope for them the enjoyment of every blessing with which a kind Providence may favor them.

Resolved, That the press of Chicago are entitled to our acknowledgments, for the courtesy which they have shown to our Association and the interest which they have taken in its proceedings.

The following letter to the Banquet Committee, from JAMES O. BRAYMAN, of the *Democrat*, breathes a beautiful spirit :

CHICAGO, December 25, 1856.

GENTLEMEN: Your note of invitation to the *Reunion* of the Illinois State Teachers' Association was received, but found me under the obligations of a previous engagement.

I should have been happy to have met the teachers of Illinois on this festive occasion, when there is to be indeed 'a feast of reason and a flow of soul', had it been practicable. I regard the teacher's vocation as most important and responsible—far-reaching in influence, extending not only through time but taking hold of eternity. To them is committed the task of forming, moulding and fashioning the expanding minds of the country; in their hands is placed the destiny, in a great degree, of those who are soon to be the men and the women of the Republic.

The common school is the foundation of our educational system. It is the starting-point, and ought, therefore, to receive the largest share of attention and patronage. I early imbibed the idea that the great principle that 'the property of the State should educate the children of the State' is the correct one to be made operative under a republican form of government. It is the only one by which the great mass can be reached. Throw open wide the doors of the Temple of Knowledge, and invite all to enter therein and partake, without money and without price, of the blessings it offers, is what should be done, both as a matter of true political economy and of justice to the rising generation.

There are several great educational wants in this State. We want a more perfect common-school system. We want, in many sections, a more intelligent public sentiment upon the subject of common schools—a juster appreciation of their importance as a part of our social and political organization. We want parents to feel the necessity of securing the best talent and the best education in the instructors of their children; and to feel, too, that a *cheap* schoolmaster is the very *dearest* thing that can be imagined. We want more teachers educated with especial reference to the business of the profession. We want a well-organized and sufficiently-endowed Normal School, or school to supply the want of teachers. In short, we want a consummation of those reforms, changes and improvements for which the State Teachers' Association is so earnestly and intelligently striving.

Yours, etc.,

JAS. O. BRAYMAN.

TO MESSRS. OSBAND, STRATTON AND WENTWORTH.

THE BANQUET.

In the evening, the delegates to the Convention, the clergy of the city, members of the press, and others interested in the cause of education, assembled at the Tremont House, to participate in the entertainment provided by the teachers of Chicago to their brethren and sisters throughout the State. It was a spirited affair, admirably planned and well managed. The Supper, by Messrs. Gage, Brother and Drake, was got up in excellent style, and every attention was paid to the comfort of the guests.

The number assembled could not have been less than five hundred; every inch of available space within the large parlors and dining-rooms of the Tremont House being occupied. The assemblage, if it was not

the gayest party of the season, was certainly one of the richest in intelligence and genuine worth. Here were gathered together, from all parts of the State, upward of four hundred men and women, every one of them occupying positions of influence and trust, to deliberate on the best means to promote education in the Prairie State. They were complimented by gentlemen from New York as being the finest body of teachers ever assembled at one time in the history of our country; but such encomiums were useless to those who attended our Convention and the Banquet; the gratifying fact was apparent to every observer in the habit of attending public conventions and celebrations. We have every reason to be proud of our teachers.

Wm. H. Wells, Esq., Superintendent of Public Schools in Chicago, presided at the Banquet with marked ability.

The following is a list of the regular toasts, which were read alternately from either end of the hall by E. D. Osband and C. E. Hovey, toast-masters :

1. *The President of our Banquet.*—"Behold there came wise men from the East." We have an eastern proverb that says "Truth lies at the bottom of deep wells."

Mr. Wells responded in a short but pithy speech. He knew nothing of the eastern 'proverb' referred to in the sentiment, but recollected an eastern 'couplet' that warned us against the folly

"Of dropping buckets into *empty wells*,
And growing old in drawing nothing up."

He drew some comparisons between the position of teachers now and that of teachers twenty years ago, and expressed the opinion that teachers are now as fully appreciated in the community as the members of any other profession; that this elevation is not a mere change of popular sentiment, but that it is a position accorded to true elevation of character; that our rank in society has advanced just as fast as we have shown ourselves worthy of higher regard; that educational gatherings have done more than any thing else to accomplish this object; that the *esprit du corps* in ours is stronger than in any of the other professions—a chief element of strength; and, finally, that the introduction of the *social* element is a crowning excellence in our system of self-improvement. "Fellow Teachers," said he, "we have only to acquire true dignity of *character*, and the dignity of the *profession* will take care of itself." [Applause.]

2. *The State Superintendent-elect of Public Instruction.*—The choice of the teachers of Illinois, and the first successful teachers' candidate in America.

Wm. H. Powell, Esq., responded in a speech which did justice alike to his head and heart. He came six years ago to Illinois with but a single dollar in his pocket; now he was Superintendent. He relied chiefly upon the coöperation of the teachers for the accomplishment of the measures necessary to be adopted for the spread of education in the State.

3. *Our President-Elect.*—He is all right. "And I heard a voice saying unto me *Write.*"

Mr. Wright said: "As President-elect of the State Teachers' Association, I am partially aware of the responsibilities resting upon me, and fully sensible that I am filling an office that should be filled by one whose heart and head are *right*, and duly prepared to advise, instruct and lead on this army of teachers to the battle-field, and there to wage an unrelenting warfare with Ignorance, Bigotry and Superstition, until every vestige of their demoralizing influence is expelled from our Prairie State; aye, to continually encourage the friends of education to renewed efforts to elevate the standard of our public schools, by establishing County Institutes, holding educational meetings, attending Associations, and, last but not least, to subscribe for and read our *Illinois Teacher*. Such are a part of the duties incumbent upon the President of our Association. And were it not for the 'W' that is attached to your President's name, and retained by his works, all of our educational movements would be right; but, as it is, they will be conducted *rite* (ceremoniously), *write* (chirographically), *Wright* (in workmanship)."

4. *Our Committee of Arrangements.*—A man from no city, a man from one city, and a man from four cities.

H. D. Stratton, of Bryant and Stratton's Commercial College, answered to this, explaining that he supposed the four cities to be Buffalo, Cleveland, Albany, and Chicago, where his institution was located. If he was favored as he had been here, he would occupy, not four States alone, but the whole Union. He was an only son, and his parents tried hard to make an orator of him; but it was unnecessary, at this period of his speech, to say that they failed. [Applause.]

Mr. Osband was also called for. He said that he did not know why he was called a 'man of no city', except it was because, from his peculiar garb, he was presumed to be from the country. [Mirth.] He continued to speak with much humor, and was followed by

Mr. D. S. Wentworth, who said that, unlike his friend of four cities, he was a member of a large family, who were all orators except one, and that one, he was sorry to say, was the only representative of the family present. He had busied himself about toasts of a more *tasty* character, and had not thought to be called upon to reply to such *dry* toasts as these. However, he was glad to see that both kinds relished excellently well. [Cries of 'Good', 'They do'.]

5. *The Citizens of Chicago.*—We came to them strangers, and they took us in.

Responded to by A. J. Sawyer, of Chicago, in a felicitous speech. He eloquently welcomed the teachers of the State to the Garden City. He hoped that future meetings of the Association would be held at Chicago, when its members should be handsomely and hospitably treated, but should not be 'taken in'. [Applause.]

6. *The Railroads of Chicago*.—Fast institutions.

The Glee Club made a happy hit, which 'brought down the house', by 'striking up', *impromptu*, the following:

"Singing through the forests,
Rattling over ridges,
Shooting under arches,
Rumbling over bridges,

Whizzing through the mountains,
Buzzing o'er the vale —
Bless me! this is pleasant,
Riding on the rail!"

7. *Teaching*.—Second to none of the learned professions in its elevating influence upon society. Many of those who now adorn these professions know from practical experience how to sympathize with the toils of the school-room.

Wm. Bross, Esq., responded. He had been four years a teacher in Massachusetts, and ten in New York, and he could with very good grace claim a fellow-feeling with the teachers of Illinois. He said no other body but the teachers could have induced him to leave his home, so lately bereft of one of its ornaments by the hand of Death. He referred somewhat at length to the importance of the teacher's mission, and the magnificent field which the teacher had before him in the great Northwest.

8. *The Phoenix of Chicago*.—The resurrectionized Musical Society. Old things have passed away, all things have become new.

Responded to by Mr. Cady, Editor of the *Flower-Queen*. He knew no reason why he should be called upon to speak upon such a toast, being almost a stranger in Chicago; but it was a fact that when he came there they had no Musical Association. He had spent four years in the City of New York, and was familiar with the musical talent there, but had found none superior to the singers of Chicago. He hoped to see a high standard of music not only in the city but throughout the State.

9. *Honorary Members*.—Our brothers at the banquet, our comrades in the field.

J. G. McMyynn, of Wisconsin, who was expected to respond to this toast, having left the room,

Mr. Royce, of Ohio, was called out, and made a very complimentary speech. The teachers of Ohio had done nobly, had accomplished much; but as he journeyed westward the fire on the altar of the common cause burned brighter. The West was fast becoming a leader to the East, and reflecting back in larger measure the intelligence received.

10. *The Border Ruffians*.—Order reigns in Kansas. Behold, they send a messenger of peace.

"A southerly wind and a Low-ering sky
Proclaim a hunting morning."

J. D. Low, of St. Louis, replied at length. He would not allude to politics, despite the wording of the sentiment. He was glad to hear his friend from Ohio say the star of education, as well as empire, was

journeying westward and blazing brighter on its way, but regretted that it should be arrested just before it reached Missouri; and yet his State contained 'live' friends of education and accomplished teachers, of whom any State might be proud. One thing they might rest assured of: the teachers of Missouri were of one soul with their brethren elsewhere. The schools of St. Louis would compare favorably with the best schools in the country. [Applause.]

11. *Our Future Normal School*--The crowning act of our next Legislature.

Hon. Henry Barnard, of Hartford, Connecticut, who had been in attendance at the Convention, responded in an excellent speech. He said a plan of a Normal School was first agitated in Connecticut, and perhaps that was the reason why he, a Connecticut man, was called upon to reply to this toast. He believed Normal Schools were the great necessity of the age, and that it would be a 'crowning act' of the Legislature of our State, should it make liberal provisions for the support of such a school.

12. *The Old-Fashioned School-master* -- "Pity the sorrows of a poor old man."

Dr. Waite, of St. Charles, was called out. He could remember the old Scotch pedagogue under whom he was nurtured. The old man used to come to school with a poudorous ferule in hand and a pint bottle of whisky in his pocket; he took the whisky and the boys the ferule. Some times the bottle run dry, when, placing a large boy to watch the school, he would go over to the grocery to replenish. He, himself, had taught school in log houses, 10 by 16, where the cracks in the roof allowed him to teach astronomy from nature, and the chinks in the walls took all his garments to fill up. [Laughter.] "Yes, I did it, and can do it again." The Doctor was very apt, and was frequently interrupted by applause. He closed with an impromptu epigram, which our memory fails to recall.

13. *Flavel Mosely* -- The Patriarch of the Chicago Schools: may he live a thousand years.

Mr. Mosely responded in an appropriate manner.

14. *Boarding 'Round* -- A system of self-supporting warming-pans.

Dr. Sewell, of Princeton, responded. He appreciated the peculiar significance of the toast, 'self-supporting warming-pans', for who that has warmed the icy sheets of a parlor bed on a bleak December night, away round in the northeast corner, yards distant from even the smell of fire, with crevice-filtered snow for a carpet on which to disrobe, does fail to appreciate the coolness of the operation, or the necessity of the warming-pans? [Sensation.] But there was another side to the picture -- 'O bloodiest picture in the book of time!' -- though the fatted calf was seldom killed, the swine at least suffered death before the 'master' could 'board 'round,' while whole hecatombs of poultry, torn ruthlessly from the roost, foretold his coming. It was a great day of

preparation, that previous day, and at evening all was flutter and expectation. Oh that pyramid of dough-nuts! it haunts me still; and Sally and Susan hold a niche in my memory. But the linen sheets, with their icy flavor, calorified by a *single* warming-pan — aye, there was the rub — that *single*, ‘self-supporting warming-pan!’ [mirth] and he ceased to speak.

15. *The Press* — It lives by tight squeezing.

Mr. J. F. Ballantyne, of the *Democratic Press*, responded. He was in a quandary. The sentiment could be diversely interpreted. Did it mean that the press was poorly remunerated? He was aware that the ‘art preservative of all arts’ shared not overmuch in this world’s mammon, and yet he thought they would not suffer in a comparison with those in whose honor we now banqueted. Was it synonymous with *Pressing*? Then he should be pressed to admit that the press lived by tight squeezing. He supposed the press, like the ladies, was entitled to be toasted for squeezing. [Laughter.]

16. *Egypt* — May her schools equal her corn.

Mr. Jenkins, of Vandalia, responded.* He ended a brief speech with this pointed remark: “Come down and help us.”

17. *The Old-Fashioned School-ma’m* — She’s gone up to the head.

Mr. Allen, of Peoria, spoke to this toast. He said he found himself in the same fix with the minister who lost his sermon. The parson told his people he had lost his sermon, but would read them a chapter from Job worth two of it. It was pretty much so with him, only more so. His speech was missing, but he could show them an Ode in the *Illinois Teacher* worth a dozen of it. He here produced the *Teacher*, and requested the toast-master to read the Ode about School-ma’ams of the olden time, which was done amid much merriment. We give a few stanzas. It can be found entire in the first number of the second volume:

The School-ma’am — Heaven bless her name —
 When shall we see her like?
 She always wore a green calash,
 A calico vandyke.

She never sported pantalets,
 No silks on her did rustle;
 Her dress hung gracefully all round —
 She never wore a bustle.

But now indeed her toils are o’er,
 Her lessons are all said,
 Her rules well learned, her words well spelled —
 She’s *gone up to the head*.

18. *Graded Schools* — The people's colleges — give us more of them.

Professor Bateman, of Jacksonville, made a very happy speech. He did n't see why *he* was called out, since, from boyhood, if he attempted to speak, the word was always given, "Bateman, BATEMAN, sit down, you will spoil it all." The President had requested them to be short; he always was *short* [looking at his 'brief' figure, amid applause and laughter]. He hardly knew what to say on such an occasion. Speeches should be made to order. The President should make out a programme, informing Mr. A that he was expected to be grave, Mr. B witty, Mr. C funny, or punny, and so on. Mr. B. continued in this vein for several minutes, eliciting peal after peal of laughter from all parts of the room, and then closed with some pertinent remarks upon graded schools.

19. *The Old-fashioned School-house and the Old-fashioned Spelling-schools.*—Hallowed be their memories.

Professor A. Wilder, Associate Editor of the *American Journal of Education and College Review*, apologized because that, unlike his friend Bateman, he could not be *short*. He was from New York, the State where school-masters and school-mistresses were the admiration of the world. That old-fashioned school-house—he remembered it well. Of no order in architecture, except we denominate it the school-house order. Its walls were generally of faded red paint, ornamented with carved images, resembling nothing in heaven above, on earth beneath, or in the waters under the earth. And then the inside. Those stoves, or fire-places, as the case might be, beggared all description. But the construction of the seats was primitive—they often being of slabs with legs inserted at each end. The desks were not Ross's patent, but were rude pine boards, marked on the boy's side with hideous devices, and the names of the favorite girls written here and there. Those spelling-schools!—they deserved description. The boys would arrive on the ground one hour before the time, so as to have a good play together. Spelling-schools were freer than day-schools. The discipline was relaxed. The order of exercises was choosing sides and spelling across to see which side beat, the recess, the spelling down, and dismissal. Then came another scene—the lesson in gallantry. Each lad, eager to escort a girl home, would place himself at the door to seize the opportunity as it came; and if the girls came out, as often they would, in solid phalanx, how vexatious! Often the anxiety for acceptance was more eager and intense than on a graver occasion at an older age. They dreaded to 'get the mitten', and if they succeeded, half the night would be wakeful for their exultation at the successful achievement. So it was that young America learned gallantry. Such were the memories. They were not so very bad.

20. *County Institutes* — Itinerant Normal Schools. Let them circulate.

C. B. Smith, of Sterling, said that the Institutes were doing a great service. They were really brief normal schools, arousing interest, con-

veying instruction, and in a thousand ways furthering the cause of common schools. Not among the least noticeable results of County Teachers' Institutes may be mentioned the influence they have in the communities where they are held. A livelier interest in education is always awakened. His speech was to the point, and well received.

21. *The Girls*—Much may safely be thought that can not wisely be said.

Professor Eberhart, of Dixon, was brief but spicy in response. It was a subject about which he had thought some, but dared to say but little. In fact, he could never screw his courage to the sticking-point, and was still a bachelor. [Peals of laughter.] And so he sat down, amid murmurs of applause.

22. *School Commissioners*—They are martyrs if efficient; if idle, the worst of 'dead-heads'.

Mr. Haskell, of Canton, in reply to this toast, spoke substantially as follows: "Mr. President—I stand before you as a representative of the martyrdom spoken of in your toast, and trust there are many such enjoying this glorious festival. As for the 'dead-heads', you may rest assured there are none present; the atmosphere and the surroundings are not congenial. I would we had the many who thus dishonor their calling present with us to-night; the glow of sentiment and enthusiasm that fills this vast assemblage would cause a quaking among the 'dry bones' that would arouse them to nobler action. May every 'dead-head' be politically buried at the next election, and may 'live' commissioners dignify their labor in every county; then, indeed, may we hope to see the bright future of this, Education's festive morn." Mr. Haskell's remarks were warmly greeted.

23. *Young America*.—"Train up a child in the way he should go, and when he's old he'll go it."

J. C. Vaughan, Esq., of the *Tribune*, was called out, and made an excellent speech. He could not speak on that subject in accordance with the wit of the sentiment. To his mind a future loomed up fraught with untold blessings or curses, as the children of this generation are properly or improperly educated. We lack moral courage—are in danger of becoming moral cowards. It was a matter of serious moment how the future arbiters of empire were morally 'trained up'. The noble band of teachers before him was an omen of promise. His remarks were well turned and warmly applauded.

24. *'The Illinois Teacher'*—The Star in the West: may it never set.

Prof. Wilkins, of Bloomington, one of the editors of the periodical, responded. He said that any one familiar with the history of this Association could not but be interested in the present scene. Only three years ago, in a little hotel in one of the interior towns of the State, two humble pedagogues were conversing. The subject of their conversa-

tion was the necessity of the organization of a State Teachers' Association. A circular was soon issued, in which a call was made for a Convention. At the close of that Convention, nine teachers and seven persons following other vocations organized the present State Teachers' Institute. Only three years had elapsed, and how changed the scene! Now, instead of a membership of sixteen, we number six hundred! At that Convention a committee was appointed to take into consideration the utility of establishing a State periodical, to be the organ of the State Teachers' Institute. At the next meeting that committee reported in favor of establishing a journal, which was located at Bloomington, under the supervision of twelve editors, each of them responsible for his own issue. With much sacrifice and pecuniary loss, the journal lived through the year. At the next meeting, at Springfield, the present arrangement was consummated, and, through the efforts of our able and laborious Editor, and the interest taken by many teachers in different parts of the State, the journal has more than met our most sanguine expectations. Our future prospects are glorious. We have already secured pledges for more than seven hundred and fifty subscribers. He would like to say a few words upon its mission; but let it suffice to say [holding up a copy of the *Illinois Teacher*], this, fellow teachers, is our *Teacher*! Let it be emphatically so! It is the organ of the State Teachers' Institute; and may its keys be touched by the thousand fingers that are gathering the intellectual flowers all over our State, until the swelling of its music shall roll over our prairies and around our groves—until its mission is truly consummated. [Cheers.]

Mr. Hovey was next loudly called for, and replied, in his laconic style: "There is the *Illinois Teacher*; look at it and subscribe for it!"

The President here announced that, owing to the lateness of the hour, volunteer toasts were not expected to be responded to. Ensuing is as complete a list of the volunteer toasts as we have been able to obtain:

By A. H. TRACY: The Teachers of Illinois.—May they labor not to grade the hill of science, but to lead their pupils up.

By DR. HOAGLAND: Illinois.—True to her best interests, may she ever encourage schoolmasters.

By C. E. HOVEY: Mine Host of the Tremont House.—Foremost among the hospitable, the Prince of landlords, he will live long in the memory of those who have partaken his good cheer.

By MR. DRAKE [one of the proprietors of the Tremont House]: The Teachers of Illinois.—They are the hope of the Prairie State. May they always be awarded the position which their intelligence, their virtue and their self-denial merit.

By O. H. WRIGHT: The Agricultural University.—The place where Young America goes to learn how to hoe corn.

By H. N. TWOMBLY: The Ladies of the State Teachers' Association.—May their paths be strewn with flowers that bloom perennially.

By F. N. BLAKE: Education in Illinois.—May it become so sectional in spirit that not a square mile within her limits shall be without a school-house.

By W. H. HASKELL: Hovey.—Our Ex-President, a City Superintendent, Principal of a High School, member of the State Board of Education, Editor of the *Illinois Teacher*. He 's a 'harp of a thousand strings'.

By C. E. HOVEY: Haskell.—One of our 'live' commissioners, a member of the Board of Education, President of a County Institute, and a lawyer. He 's a whole team, a horse on forward, and a watch-dog under the cart.

By J. E. TENNEY: Professor Hedrick.—Expatriated from his native State by a pro-slavery mob, we welcome him with free hearts and open arms to the territory Northwest of the Ohio River.

By C. W. BOWEN: The Teachers of Chicago.—The *Aurora Borealis* of the North. May its electric light dispel Egyptian darkness.

By THE SAME: The Lady Teachers of our Institute.—May their shadow never be less.

By DR. D. D. WAITE: The City of Chicago.—The modern Babylon, the pride and symbol of a great State. Her commanding position, her commercial energy, and her noble schools, will make her, like ancient Babylon, the centre of exchange between two oceans and the greatest city of her times.

By A. B. PIKARD: The Spelling-Lessons.—May the time soon come when words will be spelled as spoken, and, in the language of a phonetic pupil, they will 'spell themselves'.

By ———: Teachers of Illinois, male and female.—May they be united.

By ———: We thought when our Editor, Prof. Hovey, predicted so good a time at Chicago that he was *wild*; but the late Editor of the *New-York Teacher* is *Wilder*.

By H. A. CALKINS: Congressional-District School-Commissioners.—The Nine Muses, whose harps are hung upon the willow.

The whole company now sung 'Auld Lang Syne'.

The spirit of the occasion, so full of good feeling, of happy remarks, of humorous and witty sayings, the songs of the Glee Club, and the closing scene (Auld Lang Syne, sung by the whole company), we shall not attempt to describe. It was in this, and in every respect, a model banquet. All in attendance were joyous and happy, and parted from each other delighted, and benefited too, by the evening's entertainment. Thus closed the Convention of the State Teachers' Association.

The following, by an oversight, was omitted in its proper place in the proceedings:

J. F. Benson, of Jonesboro, read an Essay on 'Who should be Teachers?' It argued that those men and women should be teachers who were willing to make teaching a constant occupation. Teachers should be the noblest of our race. They stand at the fountain; and should they, by word or deed, poison its waters, the rivers of a whole life issuing thence would be corrupted. The subject was well handled.

EDITOR'S TABLE.

THIS number begins the *Third Volume*. The reasons for the change are two, viz: 1. We wish the volume to commence with the year. 2. We have published, in the *eleven* issues of last year, the required number of pages for a volume, viz., 384. Three hundred and eighty have already been sent to subscribers, and the four pages of the Index will be sent with the February issue.

WE have published extra copies of this number, containing the Proceedings of the Association, which can be had at cost — ten cents each.

NOW is a good time to subscribe for the *Illinois Teacher*. A new volume commences with this number, and affords a favorable occasion for opening new subscriptions and renewing old ones.

SUBSCRIBERS whose subscriptions expired with the last number are respectfully requested to renew them without delay. The *Teacher* will not be sent beyond the time subscribed and paid for. Each number will contain, as heretofore, *thirty-two* pages, or more, of reading-matter, exclusive of advertisements. It will also contain advertisements of the leading text-books in the United States.

TWO Fifty-Dollar Prize Essays will be published in the *Illinois Teacher* for 1857.

D. WILKINS, Esq., will continue to keep us posted in what he sees and hears on his travels.

A BEAUTIFUL SILK BANNER will be presented to the county which, in proportion to its population, shall forward to us the greatest number of subscriptions before the first day of May next.

TEACHERS OF ILLINOIS, this is *your* journal, advocating *your* interests; will you return the favor, and advocate *its* interests? Its honor

is your honor. Go to work, then, and get subscribers. Do you take pride in its success? Canvass for it. Would you place in your employers' hands a publication which would please them and help you? Persuade them to subscribe for the *Illinois Teacher*. The present volume will be of great value to parents and school-officers, for in it will be published plans of school-houses and official documents.

THE amended Constitution of the Association, together with the names of members in attendance at the late meeting in Chicago, will be published in our next issue.

A LARGE amount of matter prepared for this number is crowded out by the Proceedings of the Convention.

THE subjects for the Prize Essays are—1. The Evils of Irregularity of Attendance and Tardiness at School, and the Remedy. 2. The Condition and Necessities of the Common Schools of Illinois, with Suggestions for their Improvement. Any person, in the State or out of it, may compete for the prizes. The Essays not to be longer than eight pages of the *Teacher*—six pages is the desired length. Essays on the first subject must be in the hands of the President of the Association, SIMEON WRIGHT, by the first day of April; and on the second subject by the first day of July. The essays should be accompanied by a sealed envelope containing the author's name. This envelope will not be opened except in case of the successful essay.

MEETING OF THE BOARD OF EDUCATION, DEC. 26.

PRESENT: all the members except Lee, Smith, and Roots.

It was resolved that E. D. Osband, J. F. Eberhart and D. Wilkins be recognized and appointed agents for the official organ of the Association, the *Teacher*, during the coming year.

It was further resolved that Simeon Wright, D. Wilkins and A. W. Estabrook be elected delegates to Springfield, to aid, if possible, in securing the passage of amendments to the Free-School Act which shall simplify it and make it more equitable.

It was further resolved that the Board hold its next meeting at Quincy, the second week of April.

S. WRIGHT, President.

A. W. ESTABROOK, Secretary.

ILLINOIS TEACHER.

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FEBRUARY, 1857.

No. 2.

CONSTITUTION

OF THE ILLINOIS STATE TEACHERS' ASSOCIATION.

ARTICLE 1. This Association shall be called 'THE ILLINOIS STATE TEACHERS' ASSOCIATION'.

ARTICLE 2. This Association shall hold its meetings annually.

ARTICLE 3. The officers of this Association shall consist of a President, nine Vice-Presidents—one from each Congressional District in the State—a Recording Secretary, a Corresponding Secretary, an Editor, a Treasurer, an Executive Committee, and a Committee on School Government—all of whom shall be appointed annually and hold their offices until their successors are elected.

ARTICLE 4. It shall be the duty of the President to preside at the regular meetings of the Association, and to attend to all the duties incumbent upon such office; and some one of the Vice-Presidents shall preside in case of his absence. The President and the nine Vice-Presidents shall constitute a State Board of Education, six of whom shall be a quorum to transact business. It shall be the duty of this Board of Education to advise with the State Superintendent of Public Instruction, with the Corresponding Secretary of the Association, with the Treasurer, with the Editor of the periodical of the Association, and to take a general supervision of the cause of Education in their various districts by advising with the County Commissioners, Township Trustees and District-School Directors.

ARTICLE 5. It shall be the duty of the Recording Secretary to keep a correct account of the proceedings of the Association.

ARTICLE 6. It shall be the duty of the Corresponding Secretary of the Association to coöperate, as far as practicable, with the State Superintendent of Public Instruction; to collect statistics on all matters of interest respecting the cause of Education in this State; to hold educational meetings to promote the formation of County Institutes auxiliary to this Association, and to communicate all matters of importance, from time to time, to the State Board of Education.

ARTICLE 7. It shall be the duty of the Treasurer to receive membership-fees and all other funds accruing by donation or otherwise, and disburse the same on the order of the Board of Education; and he shall be required to make an annual report to the Association of the condition of the finances.

ARTICLE 8. It shall be the duty of the Executive Committee to recommend any revision of this Constitution; report to the Association annually any revision they deem expedient in the School Law, and attend to the general interests of the Association, including the order of the exercises for each session of the Association.

ARTICLE 9. It shall be the duty of the Committee on School Government to report annually to the Association the best manner of governing schools.

ARTICLE 10. This Association shall consist of teachers, State, county, township and district-school officers in the State of Illinois, each male member paying one-dollar annually and signing this Constitution. Ladies engaged in teaching may become members by signing the Constitution. Honorary members may be elected at any annual meeting, and may participate in the debates, but not be entitled to vote.

ARTICLE 11. All officers shall be elected by ballot—a majority of votes electing.

ARTICLE 12. The State Board of Education shall have power to fill any vacancies that may occur in the offices of the Association, by death, resignation, or otherwise, between the annual sessions of the Association.

ARTICLE 13. This Constitution may be altered and amended by a vote of two-thirds of the members present at any regular meeting of the Association.

MEMBERS OF THE ASSOCIATION

PRESENT AT THE ANNUAL MEETING, IN CHICAGO, DECEMBER 23-4-5, 1856.

Names.	Birth-place.	Where educated.	Present residence.	Occupation.
C. H. Crowell,	Vermont,	Massachus's,	Alton,	Teacher.
M. I. Lee,	Mass.,	do	do	do
Rodney Welch,	Maine,	Waterv'e Col.,	Blue Island,	do
M. L. McClintock,	Ohio,	Priv. School,	do	do
O. H. Wright,	N. York,	Alfred,	Belvidere,	do
I. H. Blodgett,	do	Illinois Col.,	Beloit, Wis.,	do
George C. Mack,	Vermont,	Vermont,	Bunker Hill,	do
S. M. Winchester,	Madison,	Illinois,	Brimfield,	do
Mary M. Brooks,	Vermont,	do	do	do
Susan F. Mack,	N. Hamp.,	Vermont,	Bunker Hill,	do
D. W. Russell,	N. York,	New-York,	Clinton,	do

Names.	Birth-place.	Where Educated.	Present residence.	Occupation.
G. L. Merrill,	Penn.,	O. Ind. Ill. Wis.	Chicago,	Phonograp'r.
O. B. Hewitt,	Maine,	Bowdoin Col.,	do	Teaching.
Lavinia C. Perkins,	N. York,	New-York,	do	do
M. A. Ramsdell,	N. York,	New-York,	do	do
N. C. Lawrence,	do	do	do	do
A. E. Whittier,	Baltim're,	Massachus'ts,	do	do
I. Watson,	England,	England,	do	do
E. D. Osband,	N. York,	New-York,	do	Agent,
Frances A. Cushman,	Vermont,	Vermont,	do	Teaching.
Miss L. E. Ketcham,	Mass.,	Ohio,	do	do
C. C. Fox,	N. York.	New-York,	do	do
Mary W. Swan,		Boston,	do	do
M. H. Smith,	N. York,	New-York,	do	do
R. C. Townly,	Penn.,	Pennsylvania,	do	do
Henry J. Porter,	Tenn.,	Allegh'y Col.,	do	do
M. B. Gleason,	Vermont,	New-York,	do	do
James B. Merwin,	N. York,	Educ'n unfin.,	do	Editor.
G. R. Brackett,	Vermont,	Massachus'ts,	do	Teaching.
Elias Longley,	Ohio,	Cincinnati,	Cincinnati, O.,	Phonetician.
John H. Rolfe,	Maine,	Gorham,	do	Agent.
Johnson Wells,	N. Hamp.,	Vermont,	Canton,	Teaching.
E. W. Edson,	Penn.,	Pennsylvania,	Dixon,	do
J. A. Eberhart,	do	do	do	do
I. M. Bruce,	Vermont,	Mass. O. N. Y.,	Duquoin,	do
Silas Hubbell,	N. York,	Ohio,	East PawPaw,	Photograp'g.
Margaret F. Chapman,	Mass.,	Normal Sch'l,	Fulton City,	Teaching.
J. H. Chapin,			Galesburg,	do
F. M. Bruner,	Kentucky,	Illinois,	do	Student.
George Churchill,	N. York,	do	do	Teacher.
I. I. Goodlander,	Penn.,	Pennsylvania,	Lyons,	do
F. N. Ireland,	Indiana,	Lacon,	Lacon,	Student.
E. A. Corwin,	Illinois,	Galesburg,	Monmouth,	Teaching.
E. P. Whitman,	do	do	do	do
H. Whitman,	do	Abingdon,	do	Pupil.
M. F. Ashby,	do	Monmouth,	do	Teaching.
Fidelia L. Simpson,	Mass.,	Bridgewater,	do	do
S. D. Phelps,	N. York,	Illinois,	do	do
H. A. Johnson,	do	Hamil'n Col.,	Morrison,	Lawyer.
D. H. Wheeler,	do	Illinois,	Mt. Carroll,	Editor.
W. S. Pope,	Kentucky,	McKend. Col.,	Mt. Morris,	Teaching.
C. P. Munsell,	Ohio,	Ia. Asb'y Un.,	do	Pulpit.
J. C. Tenny,	Vermont,	Midd. Col.,	Marshall, M.,	Teaching.
A. C. Spicer,	N. York,	Union College,	Milton, Wis.,	do
O. F. Barbour,	Ohio,	High School,	Plainfield,	do
Sarah M. Flanders,	Illinois,	Ohio,	do	do
F. M. Turner,	Plainfield,	Plainfield,	do	do
F. B. Norton,	Mass.,	Amh'st Col.,	Philad'a., Pa.,	do
Byron Curtis,	Richford,	New-York,	Round Grove,	do
D. Holbrook,	N. York.		Rochester,	
L. Louis Farnham,	Illinois,	Rockford,	St. Charles,	do
M. M. Brown,	Ohio,	Ohio,	Sparta,	do
D. J. Holmes,	Penn.,	Wil'ms Col.,	Sheboygan,	do
M. M. Anthony,	Ohio,	Illinois,	Tiskilwa,	do
Hiram L. Phillips,	Kentucky,	do	Unionville,	do
E. M. Bruce,	Vermont,	Vermont,	Washington,	do
W. J. Lewis,	N. York,	New-York,	Waukegan,	do
Mary A. Newcomb,	Farm'gt'n,	Illinois,	Wheaton,	do
J. A. Parrish,	N. York,	New-York,	Woodstock,	do

Names.	Birth-place.	Where Educated.	Present residence.	Occupation.
Joseph R. Hixon,	N. York,	LaFay. Col.,	Arlington,	Teaching,
P. P. Heywood,	Mass.,	Pub. Schools,	Aurora,	do
H. N. Tucker,	Vermont,	Vermont,	do	do
John A. Forsythe,	Ohio,	At home,	Aledo,	do
N. C. Lewis,	Conn.,	Wes. Univ.,	Abingdon,	do
W. F. Guernsey,	Vermont,	Vermont,	Alton,	do
E. P. McClellen,	N. York,	N. York,	Bloomington,	do
Augusta Perkins,			do	do
Daniel Wilkins,	Vermont,	Mich. Univ.,	do	do
P. Atkinson,	Europe,	Knox Col.,	do	do
E. P. Clark,	Michigan,	Mich. Univ.,	do	do
Mrs. Ellen Wilkins,	do	Michigan,	do	do
T. N. McCorkle,	Ohio,	McKend. Col.,	Brimfield,	do
Allen Rexford,			Blue Island,	do
Eliza Rexford.			do	do
W. D. Palmer,	N. York,	Norm. School,	Belvidere,	do
Mrs. Palmer,			do	do
George Bunsen,	Germany,	Germany,	Belleville,	do
J. H. Madison,	N. York,	Ohio,	Batavia,	do
Miss D. A. Dean,	Vermont,	Vermont,	Chicago,	do
Miss M. Shields,			do	
Miss M. B. Sinclair,			do	
I. E. Roy,	Ohio,	Illinois,	do	Minister,
Mrs. Roy,			do	
I. H. N. How,			do	
R. Guthman,	Germany,	Germany,	do	Teacher,
T. W. Bruce,	Vermont,		do	do
D. S. Wentworth,	N. Hamp.,		do	do
E. W. Brewster,			do	
A. D. Sturtevant,	Vermont,	Vermont,	do	do
F. E. Jennings,			do	
Ellen Lord,			do	
E. E. Talcott,			do	
Carrie E. Bickford,	Vermont,	Vermont,	do	do
Harvey L. Bickford,			do	
George Sherwood,			do	
H. O. Snow,	Kentucky,	Illinois,	do	Teacher,
Ira Moore,			do	do
M. B. Gleason,			do	do
Alice Bernard,			do	do
D. E. Barnet,			do	do
Emma Dickerman,			do	do
Agnes M. Manning,			do	do
M. C. Wadsworth,			do	do
— Bass,			do	do
— McCluren,			do	do
H. D. Stratton,			do	do
W. H. Wells,			do	City Sup't.
A. J. Sawyer,	Vermont,	Knox College,	do	Teaching.
E. Underwood,	N. York,	Ohio,	Clinton,	do
Miss H. A. Axtelle,	Friends'p,	New-York,	do	do
Miss S. Granger,	Clinton,	Illinois,	do	do
D. W. Reynolds,			do	
A. A. Whipple,	Richmond,	Chicago,	Crete,	Teaching,
S. D. Word,			do	do
S. Eaton,			do	do
Peter Nickel,	Germany,	Hesse Dar'st't,	do	do
B. F. Rawalt,	Illinois,	Ohio,	Canton,	Surveying,

Names,	Birth-place.	Where Educated.	Present residence.	Occupation.
Hector Grant,	N. York,	Albany,	Canton,	Teaching,
Charles M. Leland,	do	W. Col. Inst.,	do	Lawyer,
Wm. H. Haskell,	Troy, N.Y.	Illinois,	do	" and S.C'r.
John Phinney,	Vermont,	Bakersfield,	Como,	Teaching.
A. Phinney,	do	Middlebury,	do	do
Lewis Judd,	N. York,	New-York,	Carlenville,	School Com'r.
W. W. Washburn,	Vermont,	Vermont,	Dement,	Teaching.
G. H. Pierce,	N. York,	New-York,	do	Traveling.
J. F. Eberhart,	Penn.,	Allegh'y Col.,	Dixon,	do
Wm. Barge,	Penn.,	Ohio,	do	do
E. Barge,	Illinois,	Illinois,	do	do
L. A. Mead,	N. York,	do	do	do
Hannah Ayres,	do	New-York,	do	do
J. W. Powell,	do	Jacksonville,	Decatur,	Student,
J. B. Newcomb,	do	N. Y. and Ill.,	Elgin,	Teaching,
F. S. Heywood,	Mass.,	Mass.,	do	do
Harvey Cole,	do	Albany, N.Y.,	do	do
John H. Cuppy,	Ohio,	Mt. Pleasant,	Earlville,	Mercant'le bu.
W. F. Davidson,	Alabama,	Illinois,	Franklin,	Teaching.
S. C. Crumbaugh,	Maryland,	Penn.,	Farmington,	do
R. C. Bristol,	Conn.,	Ohio,	do	do
H. Freeman,			Freeport,	do
Mrs. M. B. Freeman,			do	
A. M. Bunell,	Penn.,	Rockford,	do	Teaching.
D. A. Sabin,	Ohio,	do	do	do
Miss L. C. Witt,			do	do
Miss L. T. Jones,			do	do
Miss E. M. Townsend,			do	do
Albin Daggett,			Fr'klin Grove,	do
Simeon Wright,	Vermont,	Vermont,	do	School Com'r.
Rinaldo Williams,	Mass.,	Providence,	Farm Ridge,	Teaching.
Miss M. Baldwin,			do	do
G. G. Alvord,			Fulton City,	do
Miss H. A. Kendall,	Mass.,	Charlest'n S'y,	Galesburg,	do
E. S. Wilcox,	N. York,	Knox College,	do	do
Augustus Hammond,	Ohio,	Wes. Res. Col.,	do	Lawyer.
J. V. N. Standish,	Vermont,	Norwich,	do	Teaching.
Ada H. Hayes,	Conn.,	Mt. Hol. Sem.,	do	do
Anna Z. Reed,	Illinois,	Galesburg,	do	do
David Higgins,	Maine,	Kent's Hill,	Geneva,	do
Thomas B. Hayslip,			Granville,	do
G. W. Woodward,			Galena,	do
T. J. Conatty,			Henry,	do
Miss J. Robinson,	N. Hamp.,	Northfield,	do	do
Miss S. E. Burgess,	Ohio,	Galesburg,	do	do
Miss K. A. Noe,	N. Jersey,	Rahway,	do	do
Miss A. M. Hoagland,	do	New-Jersey,	do	do
C. C. Hoagland, M.D.,	do	Rutgers' Col.,	do	City Sup't.
S. C. Fairs,			do	
Charles S. Royce,	N. York,	Pub. Schools,	Huron, Ohio,	Agt. O. Ph. As.
E. A. Gastman,	do	Bloomington,	Hudson,	Teaching.
F. B. Chapman.	do	New-York,	Howard,	do
E. P. Thorn,			do	
I. Brinkerhoff,			Homer,	
M. G. Brinkerhoff,			do	
Henry Higgins,	Illinois,	Illinois,	Jacksonville,	Teaching.
N. Bateman,			Jacksonville,	Teaching.
Mrs. Bateman,			do	

Names.	Birth-place.	Where Educated.	Present residence.	Occupation.
J. F. Benson,	Illinois,	McKend. Col.,	Jonesboro,	Teaching.
S. O. Simonds,	N. York,	Norm. School,	Joliet,	Grocer.
E. S. Lovering,	N. Hamp.,	N. Hamp.,	do	Teaching.
Frances E. Bliss,	N. York,	Mass.,	do	do
Sarah A. Richards,	Kentucky,	Chicago,	do	do
S. B. Orem,	Penn.,	Pennsylvania,	Kane,	do
S. M. Etter,			Lacon,	do
L. C. Ford,	N. York,	Homer,	do	do
T. A. McMorris,	Ohio,	North.Ill.U.,	do	do
O. H. Britt,	Virginia,	Illinois,	do	do
J. A. Hawley,	N. York,	New-York,	Lee Centre,	Agent.
Miss Emma Roy,	Ohio,	Illinois,	Lyndon,	Teaching.
Miss M. Millikan,	do	do	do	do
H. S. Hyatt,	N. York,	Ovid College,	do	do
I. Hyatt,	do	do	do	do
Wm. Jenks,	Penn.,	Farm Ridge,	Lasalle,	do
Maurice O'Connor,	Ireland,	Cork,	do	do
Miss Jane Weeks,			do	do
F. B. Norton,			Loda,	do
J. M. Gates,	N. York,	McKendree,	Lebanon,	do
O. V. Jones,	Kentucky,	Illinois,	do	do
John Nate,	Lond'n,E.,	do	Lane,	do
D. H. Darling,	Painesv'le,	High School,	Lockport,	do
A. B. Pikard,	N. York,	Home,	Mt. Morris,	Farmer.
J. W. Seymour,			Mt. Carroll,	
Ellen M. Walker,	Ohio,	Cadiz,	Monmouth,	Teaching.
Albert Fouch,	do	Ripley,	do	do
A. H. Tracy,	Penn.,	Pennsylvania,	do	School Com'r.
David R. Stevens,	N. York,	New-York,	do	Teaching.
B. M. Reynolds,	Vermont,	Dartm'th Col.,	Moline,	do
W. G. Wood,	N. York,	Vermont,	Metamora,	do
Mrs. Wood,	N. Hamp.,	Newbury,	do	House-k'p'g.
Miss C. M. Brown,	N. York,	Ohio,	do	Teaching.
Miss M. M. Morse,	N. Hamp.,	Vermont,	do	do
Miss A. E. Page,	Illinois,	Illinois,	do	do
Miss H. E. Kendig,	Virginia,	do	do	do
Miss C. D. Wilkerson,	Illinois,	do	do	do
Samuel M. Powell,	England,	Westminster,	do	do
W. B. Lamson,	Mass.,	N. Hamp.,	do	do
J. G. Walker,	do	Mass.,	do	School Com'r.
Cyrus Niles,	N. Hamp.,	N. Hamp.,	do	Lawyer.
E. B. Pierce,		Ohio,	Macomb,	Teaching.
Frank J. Crawford,	Penn.,	Allegh'y Col.,	Magnolia,	do
J. W. Lane,	N. Jersey,	Ohio,	Millersburg,	do
G. B. Snediker,	Ohio,	Illinois,	do	do
A. M. Denny,	Illinois,	Jacksonville,	Nashville,	do
G. W. Hough,	N. York,	Union Col.,	New Milford,	do
J. Stone, jr.,	do	Oberlin Col. O.	Ottawa,	do
Mrs. Stone,	do	do	do	do
Thomas H. Clark,	Maine,	Bowdoin Col.,	do	do
Miss H.W.Leffingwell,	Vermont,	New-York,	do	do
Mrs. M. L. Weed,			do	do
Maran Maxon,			do	do
Mary Maxon,			do	do
W. F. Dervev,	Penn.,	Maryland,	do	do
Miss L. Crawford,	Michigan,	Michigan,	do	do
Miss C. R. Stebbins,	Mass.,	New-York,	do	do
Miss S. J. Ladd,	Ohio,	Virginia,	do	do

Names.	Birth-place.	Where educated.	Present residence.	Occupation.
Miss M. M. White,	N. York,	New-York,	Ottawa,	Teaching.
Miss E. Putnam,	N. Hamp.,	Vermont,	do	do
Miss H. E. Bliss,	Vermont,	Canandaigua,	do	do
Miss A. F. Jenison,	N. York,	Oberlin, O.,	do	do
Miss M. S. Lee,	do	New-York,	do	do
Miss M. M. Brooks,	Vermont,	Illinois,	Oak Hill,	do
C. E. Hovey,	do	Dartm'h Col.,	Peoria,	City Sup't.
Mrs. C. E. Hovey,	Mass.,	Andover,	do	
Amos A. Couch,	N. Hamp.,	Boscawen,	do	Teaching.
Chas. H. Doty,	Vermont,	Ludlow,	do	do
Anna E. Kilburn,	Mass.,	Framingham,	do	do
Martha Coggeshall,	do	Nantucket,	do	do
Annie Wentworth,	N. Hamp.,	do	do	do
Gena Harrington,	Mass.,	do	do	do
Sarah Smith,	do	New-York,	do	do
Chauncey Nye,	Vermont,	Dartm'h Col.,	do	do
W. H. Powell,	N. York,	New-York,	do	
C. L. Allen,	Vermont,	N. Hamp.,	do	Elocutionist.
H. A. Calkins,	Sara.Sp.,	Penn.,	do	Teaching.
Peter Harper,	England,	Vario's places,	do	do
A. Easley,	Kentucky,	Illinois,	do	do
R. Hodgman,	Mass.,	Mass.,	Princeton,	do
Miss M. A. Bradley,	Conn.,	Conn.,	do	do
I. E. M. Skinner,	Vermont,	Vt. and Mass.,	do	do
J. A. Sewall,	Maine,	Me. and Mass.,	do	Pedagogue.
A. M. Lane,	Ohio,	Ohio,	do	Teaching.
A. B. Church,	Mass.,	Mass.,	do	School Com'r.
Mary E. Zearing,	Penn.,	Penn.,	do	Atsch. in Chi.
S. S. Saul,	do	do	Pontiac,	Teaching.
O. Springstead,	N. York,	Union Col.,	Peru,	do
L. Allen,	Virginia,	Illinois,	Pekin,	do
H. N. Estabrook,	Illinois,	do	do	do
A. D. Fillmore,	Ohio,	Log sc'l-h'se,	Paris,	Preaching.
J. Allison Smith,	Virginia,	Pennsylvania,	do	Teaching.
Louisa M. Morgan,	N. York,	Westfield,	do	do
George H. Herring,			Pecatonica,	do
A. H. Herring,			do	do
Robert Wallace,	N. York,	Dartm'h Col.,	Port Byron,	do
W. M. Kirkpatrick,	Illinois,	Illinois,	Quincy,	do
H. N. Hopkins,	Conn.,	Mass.,	do	do
Miss S. Cutler,	N. York,	New-York,	do	do
Miss E. Filkins,	do	do	do	do
Miss H. Weaver,	Rock'ghm,	Pembroke S.,	do	do
Miss M. M. Barry,	Ireland,	Ursuline Sem.,	do	do
Miss M. E. Burns,	Mass.,	Illinois,	do	do
Miss E. M. Aldrich,	Illinois,	do	do	do
C. W. Bowen,	N. York,	Conn.,	do	do
Miss L. M. Convers,	Ohio,	Illinois,	do	do
Miss A. A. Champney,			do	do
Miss E. L. Stillman,			do	do
Milton H. Smith,			Ringgold,	
J. G. McMynn,	N. York,	Williams Col.,	Racine, Wis.,	Teaching.
Jason Marsh,	Vermont,	All 'long shore,	Rockford,	Lawyer.
C. A. Huntington,			do	School Com'r.
A. W. Freeman,	Vermont,	Dartm'h Col.,	do	Teaching.
Mrs. Freeman,	do	Thetford Ac.,	do	do
Miss E. L. Ingalls,	do	do	do	do
R. A. Dilly,	Penn.,	Illinois,	Roseville,	do

Names.	Birth-place.	Where educated.	Present residence.	Occupation.
John A. Gordon,	Penn.,	Pennsylvania,	Roseville,	Teaching.
John M. Lane,			Rock Island,	
D. D. Waite,	N. York,	In the corner,	St. Charles,	Physician.
James A. Burhans,			do	
Wilber H. Clute,	N. York,	Brockport,	do	Phonetic Tch.
O. C. Blackmer,	Vermont,	Williams Col.,	do	Teaching.
Daniel Canfield,			do	
Miss A. Quackenbos,			do	
Miss L. St. Clair,			do	
L. D. Glazebrook,	Louisana,	Williams Col.,	do	Phonetician.
Miss Lizzie Pifer,			do	
Miss H. M. Parker,			do	
John A. Flagg,			Sterling,	Teaching.
C. B. Smith,	Vermont,	New-York,	do	do
W. W. Davis,	Penn.,	Lancaster,	do	do
J. F. Brooks,	N. York,	Hamil'n Col.,	Springfield,	do
A. W. Estabrook,	Vermont,	Illinois,	do	do
J. D. Low,	N. York,	do	St. Louis, Mo.,	do
Morris Savage,	St. J's, N.B.	Michigan,	Union Grove,	do
Miss T. Young,	Ohio,	Illinois,	do	Student.
Miss L. Young,	do	do	do	Teaching.
G. B. Kimball,	Vermont,	Chimney-cor.,	Unionville,	do
L. Jones,			Urbana,	do
L. M. Cutcheon,	N. Hamp.,	N. Hamp.,	do	M. D.
Mrs. Cutcheon,			do	
Ezra Jenkins,	N. York,	New-York,	Vandalia,	Teaching.
E. Philbrook,	Ohio,	Granville Col.,	do	do
H. F. Twombly,	N. Hamp.,	Dartm'h Col.,	Waukegan,	do
F. Cleveland,	Vermont,	N.Y. Vt. Ct. Wis.	do	do
J. W. Kelly,	N. York,	Illinois,	do	do
A. Hofenbach,	Europe,	Geneva,	do	do
B. L. Dodge,	Vermont,	Vt., Wis., Ill.,	do	Pupil.
M. A. Lewis,	N. York,	New-York,	do	Teaching.
Miss Lloyd,			do	
William Reed,			do	
Judson A. Berry,	N. York,	New-York,	do	Teaching.
O. F. Lumry,			Wheaton,	do

THE Reverend RICHARD CAMBRIDGE was one of the contributors to a literary paper called *The World*, published by DODSLEY. A note from the editor, requesting an essay, was put into CAMBRIDGE's hands one Sunday morning as he was going to church. During the sermon his wife observed him to be very inattentive, and whispered to him — "Of what are you thinking?" "Of the *next World*, my love," was the witty reply.

PLACE signifies nothing; virtue and philosophy will thrive every where, provided you mind your business. Never run into a hole and shun company. Let the world have the benefit of a good example and look upon an honest man.

THE SELF-REPORTING SYSTEM.

AN ESSAY

Read before the Illinois State Teachers' Association at Chicago, December 22, 1856.

BY THOMAS J. CONATTY, OF HENRY, ILLINOIS.

FEW words in our language have been more frequently or diversely defined than the word *education*. The pedant makes it mean the process of *drawing out*; the pedagogue the process of *pouring in*; but, like most things subjected to free discussion, it has not suffered by agitation. We have now a settled meaning for the term infinitely larger than either. We have found that it comprehends the full and harmonious development of every faculty, power and susceptibility of man regarded as a physical, moral, social and intellectual being. That its proper end is to make the human mind strong, sound, active; the human heart pure, tender, noble; the human body robust, vigorous, healthy. That it is a science with principles as settled and definite as those of geometry or metaphysics. That it neither begins nor ends with, nor is wholly confined to, the school-room. That it commences its operations with the first sensuous impression made upon the infant, and ends—nay, that its work is never done, for the race of improvement is endless. That its means are not only books and prosy scholastic recitations; but every agency which affects heart, mind, body. That the stars which come nightly out, in crowds, from the solemn infinitude of space are some of its means, and the summer sun and the autumn rain. That its methods are as numerous and various as its means. That it is promoted by every phenomenon of the material universe which comes within reach of human cognizance. That every fact of human consciousness—whether it be the mystic movements of the mind as the subtle processes of reason or imagination throng its chambers, or whether it be the revelations of sorrow or joy or hope or despair—is working out the education of the individual and of every individual of our common race. That all around, above, within us lie its instruments, and that the soundless deeps of the human soul hold its results.

This analysis might be pursued much farther; but it will suffice our present purpose to remark that this enlarged view of education and recognition of the variety of its means have produced a signal revolution in methods of school-teaching. Every school in the land, at all worthy the name, has felt the influence of the new spirit which such correct

views have inaugurated. Books are now, by the best instructors, regarded merely as helps to the student. The memory of the scholar is cultivated as thoroughly as of old; but not, as of old, at the expense of the reason and judgment. Principles are more assiduously sought after and isolated facts referred to them. The causes, connection, and relations of scientific truth are more rigidly investigated and brought forth into the light of common day. A deeper, richer shaft has been sunk and is being worked in the mine of knowledge. The pupil is taught self-reliance by being compelled to rely upon himself. He is taught to teach himself by being shown the best way to use his faculties and the best means whereon to exercise them. His will is enlightened and strengthened, his moral nature purified and elevated; and by the time he leaves school, if that time is postponed till he is fifteen or eighteen years of age, he is prepared to enter with advantage upon that course of progression whose end is hid with the Infinite.

Again: What a revolution in school-government! Those instruments of torture, the 'seasoned gad' and knotted 'cat-o-nine-tails', are they not rightly looked upon as relics of a barbarous epoch in the history of our profession? Absolutism, too, that unreasoning and unreasonable tyranny which made every self-constituted school-master's will law, his *fiat* scholastic fate, is it not practically abolished by the best teachers? They find that they can more successfully administer the affairs of their schools by love than by fear; by appeals to the conscience of the child, and by presenting high moral motive, than by the ox-compelling 'cow-hide' or any similar agency. Wherefore, we find more emphasis laid upon reason, upon the rule of right, less upon authority and blind obedience to dictatorial command.

Knowing that the discipline of the school to be most salutary must perform a high moral as well as governmental function, skillful educators have devised many means which happily combine both advantages. In my subsequent remarks, I will briefly consider what I regard as one of these means, and one which, when properly used and guarded, must unquestionably produce good results to the school and the pupil. I refer to the *self-reporting system*.

As I understand it, this consists in causing the scholar to realize his accountability in the school-room, and to answer for his conduct at stated periods. It prescribes a line of duty — positive, showing what must be done, negative, what must be avoided — and gently but strictly holds the pupil personally responsible for every departure therefrom, not for the purpose of punishing, for punishments should form no part of the system, but of reforming him. Its chief objects are to serve as a means of moral discipline, to enable the teacher to manage his school to better advantage, and afford him the best opportunity for the correction and removal of school offenses. The objects will be enlarged upon in the course of what follows. It will not be necessary for me to detail methods of applying this principle; for methods will, and *may*. vary with circumstances, provided the vital element is not lost sight of. I will, therefore, pass on to notice a course of concurrent proceedings, something like which, I believe, will be found necessary to the successful working of this system.

And, in the first place, the teacher must show that he reposes confidence in the child; and not only show, but feel it; for there is a subtle spiritual influence ever pervading the school-room which swiftly and surely lays bare all shams and false pretenses. He must *really* place entire trust in the pupil's word, for the slightest shadow of distrust will defeat the ends of this system. It will be said that it is morally impossible to exercise this trust in all cases; and I recognize the justice of the remark. The teacher is only asked, *in the outset*, to 'think no evil' of his scholars; let him suspend all rising distrusts and suspicions, at least, till they have something tangible to fasten upon; and be careful how he pronounces, even to himself, any pupil a liar or prevaricator. The child who is satisfied that his teacher confides in him has the strength of the teacher's moral nature on the side of his own good promptings and purposes; and I hold that violation of trust such as this will be exceedingly rare.

Again: The teacher should, on all suitable occasions, and these will be numerous in every well-regulated school, labor to cultivate habits of conscientiousness in his pupils. Whether the conscience be a creature of education, as some contend, or an innate, connatural quality of our being, there is no question as to the necessity of its enlightenment; there is no question as to the important office it discharges as moral controller and governor of man. The conscience of the child is active and delicate, and will second every effort made in the direction of its culture.

Again: A fundamental principle to be inculcated is a love of truth. Children should be taught to reverence truth; to abhor the black, base practice of lying. They should be made to feel that it is mean and cowardly to lie or dissemble; that it is brave and noble to tell the whole truth, yea, 'nothing but the truth'. The teacher should lead the way in this, as in all other things wherein he would have his pupils follow; and he will be successful in kindling a right spirit in them if he has a right spirit himself. He must, however, while endeavoring to cultivate this love of truth, be careful that he throw no obstacles in the way of the child's exercising it. Therefore no blame or otherwise painful consequence should be made to attach to a child who, under this system, reports his own offenses. Most of the lying which occurs among children is dictated by fear; is it not just and wise, then, to remove this occasion of crime? The fault may be condemned in such a way as to benefit the offender without wounding his sensibilities; its nature may be defined, its consequences and bearings may be pointed out; but the honesty, courage and truthfulness of the reporter should not escape commendation. Some may suppose that the lenient course here advocated will serve as a very imperfect check upon the recurrence of school offenses; that the child, finding he escapes punishment—which, mayhap, he expects and thinks himself deserving of—after confession of his delinquencies, will, therefore and thereafter, become hardened and reckless. But I submit it, whether, as a *general* thing, and I plead not now for the exceptions, such supposition be just or founded upon an intimate knowledge of that part of human nature with which you and I have to deal; or whether, as an abstract question in school ethics, the view advanced be not the correct one.

Another important element in this system is the creation of a healthy public opinion in school. This the teacher should labor to do. He should labor to bring about such a state of feeling and acting as will earnestly support every righteous rule and salutary regulation introduced into the school-room.

The last feature in this scheme which I will characterize is forgiveness. A quality which melts the heart of the most abandoned of earth's lost ones will not, surely, be without its saving influence upon the young. The teacher should never look upon the child who reports his own offenses with the dark scowl of an unforgiving spirit. He must forgive and forget, and that quickly, if he would not assume the risk of driving the child to become a liar and a hypocrite.

Now, a word as to the results of this system. If it is properly carried out, if the train of moral causes above adverted to, or some such, be put in motion, I think the results will be found to be beneficial to the teacher, to the school, and to the pupil; and where it said to fail, I would wish to see the manner in which it is applied before I should feel safe in pronouncing the principle itself inoperative or injurious.

It will be beneficial to the teacher, for it gives him more time to devote to the intellectual conduct of his school. It saves him much mental wear and tear by transferring the *onus* of government from his own shoulders to those of his pupils; and presents him with a fine occasion for his moral training, which, unless some special reason exists for it, is too liable to be neglected.

It will be beneficial to the school, for it is controlled and regulated without any visible effort; the efforts are indirect, seem not to bear upon its government. There is an absence of all wrangling, of every thing like a conflict of apparent interests between teacher and pupil, which I have never, to such an extent, seen attained by any other system. Offenses there are, *there must be*, in every school in the land. Its heterogeneous elements, its variety of character, as well as a right estimate of the weakness of human nature, forbid us to look for less imperfection there than in the body politic. The most that can be expected or attained, in the best, is a *minimum* of offenses. But, as every intelligent educator will acknowledge, much is gained toward securing that *minimum* when the teacher knows every infraction of duty that takes place in the school, for it is the 'secret sins' that most injure his discipline. The self-reporting system brings such to light, and, under the most favorable circumstances, presents the teacher with the best medium for their correction, knowing, as he does, where to apply the remedy directly.

It will be beneficial to the scholar. By it he is furnished with an opportunity to put in practice the abstract moral precepts of the teacher. He is taught self-denial, and a spirit of deliberative self-questioning is excited in him, which will operate for his highest advantage when he is called to perform his part in the drama of real life. He is trained to control himself; his conscience is educated and its sensibility quickened; his self-respect is rigidly preserved, and he is practically taught to 'confess his sins' whenever occasion calls for it—a result, by the

way, by no means unimportant, if we reflect how much the scriptural injunction to that effect is neglected now-a-days.

Finally : If, as regards interior and exterior consequences, it be better for an individual to yield to the pressure of good influences from within himself than from without, the self-reporting system presents strong claims for the careful and candid consideration of every educator.

To the question Is it practicable to govern a school wholly and successfully by this method? I answer Yes. I have seen it done, in more than one instance ; and more interesting or better-managed schools, or children who generally manifested a keener sense of honor and truthfulness, as well as strict propriety of deportment, it has not been my privilege to look upon.

It is true, some objections may be urged against this system. But what earthly thing is there which is not obnoxious to such? More or less evil and imperfection are connected with every thing to which man sets his hand ; but, if results are rightly estimated, if the good and evil incident to this scheme of school-management be carefully weighed, I think the balance will be found to make a deep inclination on the side of the good.

I have omitted the consideration of objections here, preferring that they should be urged and met in the discussion of the question, should it be deemed important enough to elicit such.

SCHOOL GOVERNMENT.—NUMBER III.

SCHOOL Government is designed chiefly to prevent wrong. If well classified and well regulated, the school has a self-adjusting power, that needs little or no foreign aid to work out the best results.

The teacher who has labored successfully to gain the confidence of his employers and pupils, and has regulated the complicated machinery of his school system, has, in a great measure, superseded the necessity of *government*, in the common acceptation of that term.

Yet, it must be considered what shall be done in case wrong has been committed. Law has been violated ; contempt shown for all authority, and perhaps the scholar, or whole school, is in rebellion. What is the *modus operandi* in such cases? I answer, All my reasoning, thus far, has been based on the assumption that the teacher is absolutely master of his school. In the language of parody, he must say,

“I am monarch of all I survey,
My right there is none to dispute ;
From the centre all round to the stove
I am Lord of the clown and the brute.”

If indeed he is *master*, and it is so understood, he is prepared for any emergency and will act when the crisis comes.

1. Let me say, then, the teacher should treat with *mild severity* the *first indications* of disobedience and insubordination. He should give the school distinctly to understand that his authority must be respected and his laws obeyed. The firmness and severity necessary to fix this impression upon the minds of the pupils will always be respected. A want of these in the administration of the teacher will be viewed with contempt, even by the rebels themselves. If these first offenses be promptly corrected, other and greater crimes that would follow in the train will be prevented.

2. Let the teacher learn caution as to the means selected to accomplish the end, and let him carefully study the dispositions of his pupils and the circumstances under which he acts. There is no system of laws that will apply to all cases of disobedience. A penalty that would be entirely effectual in one case might fail in another, even though the external crime be the same. A kind word will produce precisely the same effect upon one scholar that a severe blow would upon another. That teacher, then, who does not discriminate between the different dispositions, characters and motives of his pupils, will fail in his efforts to control and correct them. If he understands human nature and the laws that govern human conduct, he will govern well. I would employ neither *moral* nor *legal* suasion exclusively, but both some times, and either, as the case may require. I doubt not 'Homœopathy' is excellent in some cases of illness; still, I as really believe that some diseases can be cured only by 'calomel'. So the teacher may accomplish much by moral suasion—an appeal to the judgment and conscience. Yet there are cases that need a prompt use of Solomon's rod—this is the only remedy.

Nor do I regard corporal punishment in families or schools as an evil, to be employed only in extreme cases, but as the legitimate and appropriate punishment for those cases where it is proper to use it at all. If it is admitted that the rod is necessary in any case, then it must be proper in that case, as much so as moral suasion is in another. The punishment to be recommended is the one that will accomplish the object—correct the wrong and reinstate the authority of the teacher. The object of punishment is two-fold—for the good of the offender and the school; and the good of the school must be *first* consulted. The capital offender is not hung for his own benefit, but he must be hung to vindicate the majesty of law and protect the innocent. If, however, the good of the school is not in danger, the good of the criminal must always be sought. That is best secured by the appropriate punishment. And it is mine to believe that in a multitude of cases* the rod is to be *first* used, and moral suasion afterward. Severity should always be attended with kindness; it should never be inflicted in a passion. The pupil that has been severely chastised may, and should, be made to acknowledge its justice and necessity. And here is where many teachers fail. They inflict suitable punishment, but leave the offender *unconquered*. The *moral* part of the chastisement is not administered. The

pupil is left irritated and often enraged, when he should be convinced that the teacher is right and he wrong. Let it be remembered, then, that the most important part of the teacher's study in severe discipline is to conquer, and so conquer that the pupil will regard the severity both *just* and *kind*. This may be done. Let the teacher convince the pupil that he inflicts the punishment from a sense of duty; that he cherishes kindness toward him, not feelings of revenge—and he is subdued and benefited.

During the eighteen years of my school life as a teacher, I have, in theory and practice, maintained the views expressed in this article, and I venture the assertion that no one of the many whom I have severely chastised has ever remembered me with unkindness on that account.

NORTH GRANVILLE, N. Y., Jan. 1, 1857.

H.

“AFTER MANY DAYS.”

AT the close of an unusually fatiguing day in the school-room, I walked slowly and sadly homeward, musing on the varied trials of a teacher's life, and almost regretting that I had chosen a vocation so thankless, so wearisome. I wondered whether other teachers were so tried by the dullness and waywardness of their pupils as I had been that day. So dark, indeed, were the clouds that hung over my soul that I could see no beauty, no honor, no reward, in the tedious routine of my daily employment. The instructions given to those under my care seemed as if ‘written on water’—so soon did they apparently vanish, leaving, as I thought, no trace behind.

Thus depressed in spirits, I entered my quiet room, and throwing myself languidly on a lounge, soon sank into a state of dreamy repose. I seemed, in my visions, to see with prophetic glance into the distant future. Faces strangely familiar, yet greatly changed, met my wondering gaze. I saw one whose fair brow and fragile form reminded me of the pale, blue-eyed girl whose dullness in figures had so taxed my patience that very day. Now, a highly-gifted soul beamed from those eyes, and she wielded a pen whose words of truth and beauty had reached the hearts of many in our land. In another, whose noble and dignified mien won the respect and admiration of all, I recognized the wild, romping girl whose restless nature had set at defiance all my rules of propriety. She was now the honored principal of a female seminary, successfully imparting to others the treasures with which her own mind was so richly stored. In another—a generous, whole-souled philanthropist, whose life and property were devoted to the diffusion of happiness among his fellow men—I recognized the features of a fun-loving

lad, whose freaks in the school-room had sorely annoyed his teacher and drawn upon himself many a merited reproof. Then I heard a voice of eloquence pleading at the bar the cause of injured innocence; I looked, and beheld in the manly form of the orator the *stupid* boy, who *never could* learn the multiplication-table. Again—a female form appeared—a loving, intelligent mother, with a group of little ones around her, receiving their first lessons of truth and duty from her whom I regarded as incorrigibly willful and rude.

Such were some of the scenes my fancy (whether waking or asleep I presume not to say) presented to my view; and then whispered a kindly voice, “Weary teacher, see the fruits of thy toil, and faint not under thy burden; many influences, it is true, were combined in the formation of these characters, but without *your* early teachings they would not have been what now they are. ‘Cast thy bread upon the waters, for thou shalt find it *after many days*.’” I arose from those visions refreshed in body and cheered in spirits—resolving to labor with renewed energy for the highest good of my pupils, and trusting that ‘after many days’ the tiny seeds now implanted by a feeble hand in the dark, unpromising soil may spring up into plants of usefulness and beauty that shall gladden the hearts of many. FIDELIA.

S O U T H E R N I L L I N O I S .

FRIEND HOVEY: I perceive that I have been favored by the State Association with the office of Corresponding Editor. Egypt, then, has not been *entirely* overlooked in the distribution of the ‘posts of honor’. If ‘I assume the responsibility’ Jackson-like, I must, of course, ‘discharge the duties of the office to the best of my knowledge and ability’, as politicians promise before election. I can only say, in the language of the brave Col. MILLER, “I will try, Sir.” But I am not, like Sir PHILIP SIDNEY, ‘a warbler of poetic prose’, yet

“He who does the part his circumstance allows
Does well, acts nobly—angels could no more.”

I will endeavor not to act on that universal formula for stupidity, ‘I didn’t think’; nor will I adopt the language, so trite and stale, of the tyros in composition, and ask ‘What shall I write about?’ for there is enough that can be said in favor of the land of ‘Gorgons and hydras and chimeras dire’—the advantages and resources of Egypt—its mild climate and fertile soil—to furnish matter for many instructive, truthful letters, had I the ability to make known its real merits, or cause ‘rustic life’ to ‘grow beautiful beneath my touch’.

I may hereafter refer to the Geography, Botany, Zoölogy, Geology, Mineralogy, and other *ologies* of this region. As to *isms*, we have n't many. As the Yankee said of dandies, he never had 'seen the critters, they do n't grow on the Cape'—referring to Cape Cod. But I should remember that a writer ought not to attempt wit—*especially if he has none*. I will commence with the most southern part of *free territory*—the infant city of Cairo. There is no longer a question of its becoming a *healthy city* of much importance. The malaria that arises from the surrounding low lands passes over the city. It endured the flood of rushing waters last spring and is now regarded as entirely safe from all danger hereafter. Already is it a place of great enterprise and commercial interest. I am acquainted with two teachers there who are doing their good and beautiful work—Mr. McNAUGHTON and Miss PAINE. Leaving Cairo, the cars will whirl us on our course, or we may take the boat, to Mound City, alias Emporium. Rev. Mr. OLMSTED—the Presbyterian minister at Caledonia—writes to the *Presbytery Reporter*, published at Alton, of Mound City thus:

BRO. NORTON: You have heard, probably, of a new city seven miles above Cairo, called Mound City, and some times *Emporium*. It is not quite three years old. It is owned by a joint-stock company of thirteen hundred members. Its origin is unlike that of any other city. The members were introduced and initiated under oath, in the know-nothing fashion. They were sworn to secrecy. The great originator was Gen. Rawlings. The members of the company are residents of Cincinnati, mostly, and river men. The obligation of secrecy—the object of which was to enable the company to purchase the surrounding lands—is now withdrawn. Lands in the neighborhood sell at enormous prices; and lots in the city sell at from twenty to ninety dollars per foot. Week before last, forty lots were sold at the latter price. Considerable improvements have been made by the company. There is a first-rate hotel. A foundry and marine railway are in process of building. A short railway connects Mound City with the Central Railroad, two and a half miles I believe it is. I have not spoken of this embryo city, because I have always thought it would be a kind of Bubbleton. But there is no telling what may come of it. At all events, there are now probably three hundred souls there.

At other villages—there are many possessed of 'a local habitation and a name'—on the Illinois Central Railroad, we will not stop this trip, till we reach Jonesboro. It may be well to mention that for some seventy miles north of Cairo the country is wooded, being entirely destitute of prairie. Jonesboro is situated about the centre of this woody region, commonly denominated 'Lower Egypt'. And here I can not forbear to copy from a letter signed 'Rural', recently published in the *Chicago Democratic Press*:

"An impression prevails to some extent that this part of the State is low, swampy bottom land, and much of it unfit for culture; a fit haunt for rattlesnakes and frogs; where typhus and ague abound, and where the principal food is hog and hominy, washed down with raw whisky.* No greater error could well exist, as the country is not only rolling, but in many places might

* "As to the healthfulness of this section, of which so much has been said, we have but to refer to the census of 1850 and the robust appearance of the cit-

be called hilly. The summit of the 'Grand Chain' of hills crossing the State rises two hundred and five feet above the railroad track at Makanda, a few miles north of this place, and the summit from which we write (the mansion of Col. ASHLEY, some sixty rods west of the *dépôt*) is thirty-five feet above the level of the present water in Lake Michigan; and were the lake to flow over the railroad track here, it would only give a depth of water of seventeen feet, and would reach within thirty-five feet of the colonel's door yard. In going north, the track at the Muddy River falls two hundred and thirty-two feet, and going South to Cairo, thirty-five miles, the road falls three hundred and ten feet, and is there forty-two feet above low water, and two and a half feet above the known highest water.

"It will be seen that this is not a very low country after all, and might well be called high Egypt instead of low. It is true that the country also gradually slopes to the American bottoms on the west and those of the Ohio on the east.

"There is no reason why these hills should not be as healthy as those of New England, inasmuch as the climate is less rigorous, and consumption, that bane of the East, is hardly known."

In Jonesboro we find Mr. and Mrs. BENSON, together with Miss NOYES, conducting a seminary of a high order; and there are two public schools besides, both with a goodly number of scholars in attendance. Mr. CHASE, a wide-awake, active teacher, has charge of the school near my abode. Here are many warm friends of education; among them Dr. CONDON, an eminent physician and the enthusiastic collector of specimens of geology of the country—a mirthful man fond of

"Sport that wrinkled Care derides,
And Laughter, holding both his sides;"

and, also, Col. DOUGHERTY, the President of our Association, and Rev. V. G. KIMBER, our County Commissioner and an earnest worker in the cause, C. M. WILLARD, and many more of like kith and kin. I must not omit the names of two most excellent teachers, recently from New York City, who are engaged in the 'Bottoms' of the Mississippi river, viz: Messrs. PEASE and KEEFE.

But let us on to the thriving village of Carbondale, on the Illinois Central Railroad, twenty miles north of Jonesboro. I have, in a former communication, alluded to the two first-class Public Schools in this

izens, to show that in this report it has been grossly misrepresented. By reference to the census we find the percentage of deaths to be:

United States.....	1 in 73	Wisconsin.....	1 in 105
Maine.....	1 in 74	Iowa.....	1 in 94
Massachusetts.....	1 in 51	Illinois.....	1 in 73
New York.....	1 in 68	Perry Co., Ill. (timber and prairie).....	1 in 99
Pennsylvania.....	1 in 81	Williamson Co.....	1 in 73
Ohio.....	1 in 68	Pulaski.....	1 in 41
Indiana.....	1 in 77	Alexander Co. (Miss. and Cache river).....	1 in 31
Michigan.....	1 in 85	Union Co. (settled mostly on the hills).....	1 in 94

Both of these last contain large quantities of bottom land.

The average of these five counties is 1 in 67, and proves that, after including the river bottoms, the percentage of deaths is fourteen per cent. below that of the average of the State. Iowa and Wisconsin, being mainly made up of hardy pioneers, show a much higher average than would an older-settled State. These facts are sufficient to point out the errors existing in the public mind in relation to this valuable part of the West.

place, and the College in embryo, to which donations have already been made valued at fifty thousand dollars. Here are noble men deeply interested in the cause of education—D. H. BRUSH, J. M. CAMPBELL, H. SANDERS, Dr. WM. RICHART, A. CONNER, and, in fact, the whole place is *alive* on the subject. I must not fail to mention PHILIP KIMMEL, the County Commissioner, who resides near De Soto. His like can hardly be found 'in this neck of woods'.

Let us turn aside from Carbondale to Marion and learn what the Reverend Mr. McCORD writes, in the *Presbytery Reporter*, of the school in that place:

The school in Marion presents quite a pleasing aspect. The students number about one hundred and twenty-five, in three departments. The more advanced boys and young men are under the care of Mr. SKURLOCK himself, while his lady superintends the classes in the elementary branches, and Miss DOLE, one of the ladies brought out by Governor SLADE this Fall, has charge of the higher classes of girls and young ladies. I think the people are well pleased with their new teachers, and that the school will be more prosperous than it has ever been. The trustees will put up a large and commodious building for school purposes next Spring. Altogether, I think the cause of education is gaining more favor in that part of our field.

At Duquoin, twenty miles north of Carbondale, is the Young Ladies' Seminary established by the enterprise and perseverance of Miss PAINE and a few of the good people of the place. One wing of the main building is nearly finished; meanwhile, a dwelling-house—formerly the residence of a successful physician, Doctor WALL—is used for school purposes. There are two first-rate public schools in operation—one at the Old Town and the other at the Station.

As we pass Tamaroa we must not forget to remind all Suckerdome and 'the rest of mankind' that near there stands the residence of our mutual friend and earnest co-laborer, B. G. ROOTS, Esquire. Though I have never yet enjoyed a visit at his residence, never having found it convenient to call, nevertheless he is proverbial for his hospitality. But let us check ourselves and 'tread lightly', for he is now heavily bowed in mourning for the death of an unusually-promising son. But

"Long do they live, nor die too soon,
Who live till Life's great work is done."

Mount Vernon is in great repute for its schools, but I have no personal knowledge of them, nor have I any personal acquaintance with the teachers there, with the exception of Miss MOULTON, an excellent, *live* teacher, and Miss CHAMBERLAIN, who has been long and favorably known in this region as one 'apt to teach'.

Let us now listen to what Reverend Mr. McCORD writes of another place, Richview, where we find another whole-souled, energetic man at work—Mr. E. A. SPOONER:

We have a large school in Richview—the number of students being about one hundred—with a male and female teacher. I hope the cause of education in Southern Illinois will continue to advance until we have good schools in

every part. The cause of religion will be greatly promoted by the increase of intelligence.

But 'hold! enough!' The next time I will try to furnish something of a *different* sort; for I do not fancy those persons described by KNICKERBOCKER, who have only one idea in their heads, and that so large they can't turn it over in their *mentem membranam*, so they are unable to see but one side of a question.

Doctor CONDON has promised to furnish an article for the *Teacher* on the Geology of Southern Illinois, which is without a parallel—a puzzle to the most scientific, and seems to set at naught all the established rules of the science.

Yours truly,

W. S. POST.

BARKER'S CENTRIFUGAL MILL.

MR. EDITOR: Permit me to call the attention of your readers to the *principle of motion* involved in 'Barker's Centrifugal Mill'.

COMSTOCK, after giving a description of it, says: "With respect to the theory of its motion, EULER, GREGORY, BRANDE and others have written; and it was formerly supposed to depend in part upon the resistance of the atmosphere, but on trial it is said to revolve most rapidly in a vacuum. It is therefore *difficult to explain very clearly on what its motion does depend.*"

Doctor GREGORY says: "In this machine the water *does not act* by its *weight* or *momentum*, but by its *centrifugal force* and the *reüction* that is *produced* by the *flowing of the water* on the *point immediately behind the orifice of discharge.*"

Doctor BRANDE says: "The *resistance or reüction generated by the water issuing* from the holes is such as to throw the pipe with its arms into rapid rotatory motion."

If this is all the explanation he has to give, I think he might well say 'it is *difficult to explain very clearly* on what its motion does depend.' And in my own *experience* as a pupil I am frank to say that *I could never see very clearly* how the water *issuing* from the holes should *generate resistance or reüction*, or *how the centrifugal force* increased the velocity; although my teacher, in a very knowing manner, endeavored to impress upon my sluggish mind what BRANDE and GREGORY had said in regard to it, and assured me that the *centrifugal force* caused the water to discharge more rapidly—that it acted upon the '*force of discharge*', and *it in turn acted upon the centrifugal force*, etc. But on inquiring what *kind of a force* is the '*force of discharge*—*how it generates resistance—how it acts upon the centrifugal force*, and *how the 'centrifugal force' acts upon it*, I was informed that COMSTOCK says 'it is difficult to explain those questions.'

In my experience as teacher I have found, on asking my pupils to give me the *principle of motion* in this machine, that some would frankly say they could not understand it—the more they studied it the more bewildered their minds became. Others would state what the book said and appear to be satisfied; but on asking the questions before mentioned they had nothing to reply; when something like the following conversation ensued:

Q. What is your *first* rule in regard to the *pressure of water*?

Class. The particles of water and other fluids when confined press on the vessel which confines them in all directions, both upward, downward, and sideways.

Q. What is your *second* law?

A. The pressure of a fluid is not in proportion to its *quantity*, but its *height*.

Q. Suppose you were to close each orifice with a cork, would there be any tendency to force the corks out; if so, why?

A. As water presses equally in all directions, it presses *as hard* upon the cork as it does upon the *tube opposite* the cork.

Q. What would be the effect were you to remove the corks?

A. The water would press just as hard on the *part of the tube opposite* the orifice as before, while the *resistance* would be *taken away* on the other side equal to the size of the orifice; consequently, the *arm must move backward in the direction of the pressure*: were you to make an orifice on the *opposite* sides of the same size, the machine would stand perfectly still.

Q. True. How may you increase the *power* of this machine?

A. According to the second law; *by increasing* the height of the column of water.

Q. Can you *now* explain *how* the 'centrifugal force' tends to *increase* its velocity?

A. After the machine has acquired sufficient velocity to overcome the *centripetal* force, the *centrifugal* force tends to *increase* the *pressure* in the extremity of the arms, and the greater the velocity the greater the *centrifugal* force.

With *such* an explanation I have never found a pupil above the age of ten years (never had one under that age in philosophy) who could not understand the *principle of motion* in 'Barker's Centrifugal Mill'. Why, then, has not Professor COMSTOCK introduced this theory into his Philosophy. Let him answer for himself:

HARTFORD, Ct., April 29, 1854.

To C. F. WINSHIP, Esquire: *Dear Sir*—Yours of the 20th is before me. The explanation you give of the *principle* on which 'Barker's Centrifugal Mill works' is *not new to me*; and the *only* reason I have to offer why I did not include it among my explanations is the *difficulty* I *thought common instructors* would have in understanding it. In *your case*, I am glad to say, I have an instance to the *contrary*, and in my next edition this will be one of the explanations. . . . You can therefore make the explanation to your class with my approbation, if you wish to have it so. I am, sir, yours truly, J. L. COMSTOCK.

I have copied the above article *verbatim*—the italics are mine. I

think his *excuse* a *very poor* one—*hardly better* than *none*, and am willing to leave the question with the readers of the *Teacher*, those ‘common instructors’ of whom he speaks. I have looked anxiously for the *promised explanation*, but do not find it, and feel disposed to present the subject to *common instructors*. If they can not understand my explanation as well as Professor COMSTOCK, I hope they will pardon me for occupying their time.

Yours truly,

C. F. WINSHIP.

THE TOMBS.

BY PHEBE CAREY.

Busy, hopeful, eager mortals,
Where the blessed sunshine falls,
Scarcely glancing on the portals,
Walk beside these gloomy walls.

Woman bowed with mortal anguish,
Men in dark remorse for sin,
Weep and groan, and pine and languish,
In their wretchedness within.

Men in pride and honor living,
Women innocent and fair,
To the guilty be forgiving,
They have woe enough to bear.

Look not on them only seeing
Sinners on the downward way,
Look on them as fellow beings,
As God’s children gone astray.

Pass not bitter condemnation,
If ye can not know or tell
All the strength of man’s temptation,
His resistance ere he fell.

And though in a path forbidden
He have walked with sin apart,
Think, O think of what is hidden
In thy weak and erring heart.

God’s own law he may have broken,
Yet his guiding light was dim;
And if all thy sins were spoken
Thou wert scorned as well as him.

O my sister, O my brother,
We are weak, are tempted all;
Judge we kindly one another;
They have fallen; we may fall!

EDITORS' TABLE.

NORMAL UNIVERSITY, *alias*, NORMAL SCHOOL.—The bill before the Legislature, which will probably become a law, for establishing and maintaining a school for the education of teachers appropriates the proceeds of the Seminary and University Fund for its *support*, but makes no appropriation for erecting buildings. This it leaves for the city in which it shall be located to do; in fact, its location depends upon the liberality manifested toward it. The trustees are required by the act to place it in that city or place, easy of access and centrally situated, which shall do the most for it. If Peoria can furnish a better building, and better schools for model schools, than her sister cities, she expects it; if not, not. Peoria, Springfield, Bloomington and Jacksonville will, most likely, compete for it; there may be other places, but these are prominent. The management of the school is placed in the hands of twelve men—one from each Congressional District, and three at large. This Board locate the school, appoint teachers, fix their salaries, prescribe the course of study and text-books, determine the standard of qualification for admission, and may reject any candidate that, in their judgment, would not make a successful teacher. The County School-Commissioners, in connection with the County Judges, recommend the pupils—one from each County and one from each Assembly District in the State—for admission to the school.

Another bill is also before the Legislature, authorizing the Superintendent of Public Instruction to subscribe for two copies of the *Teacher* for each township in the State, on condition that in it shall be published the school laws, and the official decisions and circulars of the Department of Public Instruction, free. There should be some place in each township where official information with regard to the school law and its workings may be obtained. Put the school law and its interpretations into the *Teacher*, and they assume a permanent form. Send the *Teacher* to every township treasurer in the State, and the people will then know where to go for information on the subject of schools.

This would be but a trifle, if any, more expensive than the present method of issuing circulars. Many would see the *Teacher*, read it, and be induced to take a more liberal view of education, who, if the *Teacher* was not thus thrown in their way, would oppose the whole system of free schools.

The amendments to the school law proposed by Mr. EDWARDS have generally been adopted. The distribution feature, however, is left unchanged. Mr. EDWARDS's report is a good one; his twelve reasons for placing the schools of a township under the control of *one* township board, and abolishing the office of District Director, are conclusive; but he does not stop here. He places before us five reasons of Honorable IRA MAYHEW, Superintendent of Public Instruction in Michigan, favoring the same view; and also the opinions of General DIX of New York. We must come to this plan some day, and the sooner the better. It has efficiency, economy, good sense and the most intelligent friends of education on its side. We hope to find room for some extracts from this report in a future number.

THE LOBBY AT SPRINGFIELD.—Our readers are all familiar with the *Lobby*, facetiously termed the *Third House*. It is, in these latter days, a very numerous body, and almost any one may become a member who chooses, as the number is not limited. Even we ourself *stood* in that House for a few days in good *standing*, until, getting tired of 'standings' and not being allowed 'sittings', we voluntarily retired to private life. The Lobby at Springfield is well organized and very popular, as may be gathered from a sketch of the opening session, furnished by one who was there. On that occasion 'My Lord Coke' took the 'oath' and delivered his Message:

Having a desire to witness all the novelties and drolleries of the Prairie State, I took the occasion to be present at the organization of the Lobby by 'My Lord Coke'. As the clock, on Friday evening, January 16, tolled the hour of seven in the Representative Chamber, three raps of the gavel and a call to order soon induced silence all over the house. The real name of 'My Lord' is WHITNEY, and he resides in the middle or southern portion of the State. His hair is gray, what there is of it; his head large, and his appearance rather impressive, but peculiar. You would never mistake him; like the rest of your Illinoisans he dresses very warm and wears a heavy, thick overcoat. His enunciation is too low for convenient hearing.

The lobby had not long become quiet before two or three scions of oratory, pregnant with a speech, commenced to address the Chair. As soon as convenient, a resolution was offered suspending all further business till 'My Lord' had taken the oath to support the Constitution, and had delivered his Message.

To this one member on the right replied that when 'My Lord' took the oath twenty-five years ago he was inaugurated Speaker for life, and with full power to name his successor. A Mr. WHITE inquired whether the gentleman on the right had been nominated. The reply was that 'My Lord's' will was made and the gentleman on the left had not been nominated. Another person asked whether a 'White' man had been named. The Chair decided that the discussion and the resolution were both unparliamentary.

Two gentlemen had been elected Secretaries, upon which one of them protested that he had accepted a challenge to fight a duel and was ineligible. The Chair decided that the power of this body of 'sovereigns' was above the constitution, and that therefore the proposed Secretary, not having to take an oath, could not be excused.

'My Lord' now proceeded to read his Message, which was quite lengthy and 'musical'. He eulogized the condition and future prospects of the State. Never lover seemed more enchanted with the beauties of his bride. He proceeded to give a carefully-prepared statement of the finances and to recommend measures of public policy. The Illinois Canal, he advised, should be enlarged to the capacity of ship-navigation.

He concurred in the recommendation of Governor BISSELL to erect a new penitentiary in the northern part of the State, as the people there needed one, and suggested to locate it where it might best tend to facilitate business. He also counseled the farther development of the resources of the State. He recommended the employment of the College and Seminary funds to legitimate purposes. 'Seminary', he said, was derived from *semen*, seed; and inferred that the knowledge to be sown in Seminaries should be the seed of future usefulness. Upon the subject of Common Schools he was very extended, and in some respects elaborate. He advised a more stringent discipline than 'Young America' is in the habit of receiving. The conclusion of the Message was a general counseling to consider our blessings, etc., and improve them properly. Cheers followed upon the perusal, after which motions were declared to be in order.

After several motions, two hundred and fifty thousand copies of the Message were by a unanimous vote ordered to be printed for the use of the members — about one for each; also ten thousand in German, ten thousand in African, and ten thousand in Egyptian.

A resolution was offered affirming that Slavery was no anomaly in our government, and the mover delivered himself of a regular Union-saving speech. Doctor LIEB attempted to speak, but was hallooed down, on the ground that, being Clerk of the House, he had no right to speak in a meeting of the 'sovereigns'.

A gentleman from Alton next obtained the floor and was recognized by 'My Lord' as the gentleman from the Penitentiary, whereupon he was taken down amid roars of laughter; and a young sprig from Jacksonville got the ear of 'My Lord Coke', who thereupon declared that the gentleman from the Insane Asylum had the floor. This brought down the House, but did not prevent the young orator's grandiloquence.

Some other comical speeches were made, after which the meeting adjourned.

An ensuing meeting was held at the Court-house, at which standing committees were announced. These Sessions will be continued from time to time till the State Legislature adjourns. It seems to be an institution up here, and relieves much of the dullness and monotony of life at Springfield.

THE COMMENCEMENT EXERCISES of Knox Female College, at Galesburg, took place on the twenty-second of January. Thirteen young ladies graduated with the honors of the College. The graduating essays of the young ladies were highly creditable, and evinced a clearness of thought and judicious cultivation of intellect too rarely attained by that sex. The examination of the different classes during the week passed off with interest and general satisfaction to the crowds that witnessed it.

Galesburg is a pleasant city, and has already acquired a merited fame for its literary enterprise. Lombard University, Knox Male and Female Colleges—all with spacious buildings nearly completed—are institutions of a high grade, and throw a halo of light about the place. The citizens are generally intelligent and kind, and probably think less of *money* and more of *mind* than is customary for a *Western* city. However, amid all their aspirations for the formation of an intelligent community, and the full development of true man and womanhood, one very important feature has, until lately, been overlooked. Their ambition has soared *above* the *common* schools, as though it were philosophy in cultivating a healthy fruit-bearing tree to neglect it in its infancy, until it had acquired nearly its growth, and then in a few years trim it into thrift and beauty. The dilapidated condition of the public schools bears a woeful testimony of their neglect. The buildings are poor, the teachers receive poor wages, and the result is that they have poor schools; though, in justice to the teachers, it must be said that some of them stand very fair in their profession, and under favoring circumstances their labors would soon tell on the schools and community. A change, however, is now taking place—a glorious change! The master minds of the place have wisely considered and looked into the matter, and taken a strong stand in favor of a good system of Public Union Graded Schools. They have struck with a bold hand, nor will they cease their efforts till their common-school system is renovated and made new and beautiful. Among the leaders in this great cause we write the names of Professor CHURCHILL, Principal of the Academic Department of Knox College; Professor WILLCOX, of Knox College, and Professor STANDISH, President of Lombard University. Mr. BAKER, an old laborer in schools, bearing recommendations from BARNARD, HORACE MANN, and others, is also worthy of notice in this connection. He is employed to labor in the various schools of the city for four or six weeks, and is bound to effect a revolution in the manner of teaching and infuse them with new life and spirit. Other places would do well to procure his services, as he is one of the most efficient and attractive laborers in the school-room it has been our fortune to meet with. J. F. E.

PRUSSIAN GYMNASIA.—During my residence last winter in Berlin, one or two slight changes were made by the Minister of Public Instruction in the course of study in the Prussian Gymnasia.

These schools are so celebrated, their programme of instruction has been gradually formed by so many years of patient study and experience by the foremost men of Germany, that their latest conclusion can not but be interesting and useful to us.

I give below the table of studies and hours, just as I copied it from the *Vossische Zeitung*—the official organ in which it first appeared. Throughout Germany it is the custom to give so many hours weekly, not daily, to a given study. This will be noticed in the following table:

	Prima.	Secunda.	Tertia.	Quarta.	Quinta.	Sexta.
Religion	2	2	2	2	3	3
German	3	2	2	2	2	2
Latin	8	10	10	10	10	10
Greek	6	6	6	6		
French	2	2	2	2	3	
History and Geography	3	3	3	3	2	2
Mathematics and Arithmetic	4	4	3	3	3	4
Physics, <i>i. e.</i> , Natural Philosophy	2	1				
Natural Sciences			2			
Drawing				2	2	2
Writing					3	3
Total number of hours weekly	30	30	30	30	28	26

The classes are named by the Latin Ordinals, *Prima* being the most advanced, and *Sexta* the youngest class. None but boys attend the Gymnasium. They enter at the age of six, beginning with the alphabet, and require, as a general rule, twelve years to go through, finishing at eighteen, ready for the University.

The year is divided into *semesters*, or half-years. The three lowest classes, *Quarta*, *Quinta* and *Sexta*, always repeat the same instruction the last semester which was taught the first. Slow scholars are thereby helped, and the rudiments more thoroughly fixed in the young plastic mind, while clever boys can, and frequently do, jump the three first years in a year and a half. But at *Tertia* the opposite rule works. There are too many studies for the allotted time of three years remaining, so the three upper classes are split into Upper and Lower *Tertia*, Upper and Lower *Secunda*, Upper and Lower *Prima*, making really six classes more, each a year; and Upper and Lower *Prima* each two years. I am not sure but Upper *Secunda* is two years also.

Thursday afternoon is their holiday, and not Saturday, as in Illinois. They go to school at 8 A.M.; each class has its own room, and goes out between hours, accompanied by its teacher, to the play-ground. In the lower classes the same teacher takes entire charge of the class, teaching all the different branches. In the higher classes it is not so, different teachers have different studies; the class remains, however, in its room, and the teachers come to them and leave them.

E. S. W.

INEQUALITY.—Much has been written of equality. Nearly every newspaper and periodical has teemed with glorious descriptions of the fast-approaching day of equality. Great men and great women have told us that Freedom's flag was soon to fan the fevered brow of Young America with the breath of

true equality. But when shall it be? Shall we wait until the silken threads of eternity are thickly woven with our earthly existence? Shall we wait until the children of the Nineteenth Century have with their untamed natures blunted and seared all the better feelings of us who are toiling from day to day to instill new truths into their hearts and light new tapers in their souls? We do not plead for equality in the political world—we care not for that at present—but we do plead for that equality which we as *Female Teachers* deserve. Our education has required as much hard toil as man's; our instructions have been of as pure a nature as his, so far as we have been permitted to pursue them; our board and clothing in this age of delirious fashion fully equals his, and why, we would ask of the superintendents and committee-men of schools in this State of Illinois, why are we not permitted to draw the *same amount of money* for performing the *same amount of labor* as he? Why should we, standing upon the same floor, presiding over as great, if not a greater number of pupils, hearing one-third more recitations per day, and those often more complicated, receive from one hundred and fifty to two hundred dollars less per annum than he? Is it right that man, merely because he is a man, should be thus partially treated? If man's instructions are so much superior, why make nearly two-thirds of your teachers females? Why bring the education of your State to such a low standard? One-half of the female teachers in the State, I think I can truly say, receive less than three hundred dollars per annum; and where is there one who can board at four dollars per week, and clothe herself respectably, and lay aside one dollar for a 'rainy day'?

The air is now resounding with the complaint throughout many portions of the United States, 'our schools are so poor', yet what inducements do they offer toward their improvement? Let them offer good pay and they will obtain good teachers and have good schools. Where is there a man who has hired money to educate himself, as many of us have done, who would think it just, or would consent, to labor year after year merely to live, without being able to lay any thing in store for the future? Let such a teacher be found in our male department and then we will cease to complain. The report of our late Superintendent (of Quincy) plainly assures us that our complaints are not erroneous, for in his monthly average the female teachers, although a third more in number, receive but a trifle more than half as much money as the male. Until female teachers are better remunerated for their services, we must not expect that our schools will be filled with the first class of teachers.

N. M. W.

INDIANAPOLIS, January 1, 1857.

THE Teachers of this State met in the Capitol of this City on Monday, Tuesday and Wednesday, December 29, 30 and 31, 1856. The number in attendance was about two hundred and fifty. Professor BARNES, the President, having just taken to himself a wife, of course could not come. [Of course he ought to have come so much the more.—*Ed.*] Mr., THOMPSON, of Crawfordsville, one of the Vice-Presidents, acted in his place. The proceedings were as follows: Opening Address by Professor LARRABEE, State Superintendent-elect.

Mr. BISHOP, of Hanover, presented a long paper on Phonetics, and philosophical method of teaching the English language; Dr. BOOTH, on Hygienic Education; Tuesday evening, Mr. BRYANT, on the Bible as a Text-Book; Wednesday morning, Professor TWINING, of Crawfordsville, on the Indiana State University; Afternoon, Professor DILLON, on the History of Common Schools in Indiana; Evening, Rev. Dr. WHITE, of Wabash College, on Connection of Education and Religion. The addresses and reports were good in quality, but tediously long. The entire business of the meeting was conducted with the utmost harmony. The Teachers of the Hoosier State seemed determined not to be left behind. Their strongest efforts are turned toward increasing the *ad valorem* tax. They determined to send out an agent the coming year. They secured nearly eight hundred pledges for their journal. They highly recommended the educational management and character of the *American Journal of Education and College Review* to the patronage and confidence of the friends of education in the State, and instructed their Editor to send to the Corresponding Editors of the *Illinois Teacher*, the *New-York Teacher*, the *Massachusetts Teacher*, the *Ohio Journal of Education* and the *Wisconsin Journal of Education* the *Indiana Journal* the coming year. Their subscription for the *American Journal of Education and College Review* considerably exceeded ours. The teachers here admit the existence of an Egypt in their State, and are determined to disperse the darkness. Mr. J. G. MAY, of New Albany, is the President-elect. Among their distinguished leaders, are Messrs. HENKLE, HURTY, CHASE, COLE, THOMPSON, TWINING, WHITE, BISHOP, VAWTER, McLANE, SNOW, Superintendent MILLS, Editor STONE, and President MAY. Professor STONE, Editor of the *Indiana Journal*, was reelected, and is very popular among the teachers.

D. W.

OUR occasional correspondent sends us a note from St. Louis:

DEAR HOVEY: I have been employed two or three days among schools in this 'Empire City'. You are aware that it is the boast of educational officials that 'their system' is about perfect—a sort of Minerva, born a goddess armed from Jupiter's head. Who enacts the Zeus, you must judge.

We visited several public schools, the Industrial School, the High School and the Washington Institute, about to bud and blossom into the Washington University—to be a University in fact as well as in name. Here we found our worthy friend Professor J. D. Low, of Chicago memories, who expressed his due acknowledgments of the report of the speech in the *Illinois Teacher*, which speech he insists that he did *not* make at the Banquet. Associated with him in the Principalship is Professor TIRRELL, formerly of Boston, a superior teacher, and, added to that—a man. In another department we found Mr. BLISS, whose tact, ability, talent and address gave us the highest opinion of his merit and his future. Had we time and room, we would say more about this Institution; it greatly interested us, and we would, as we contemplated, have visited it again and longer if time had permitted.

The High-School building is justly the pride of the city. Its construction is magnificent; it is beautiful, and justly deserves to be esteemed a Temple of Science. We did not have an opportunity to look over the internal arrange-

ments, which are generally boasted of; an omission which we greatly regret. It is, to say the least, unfortunate.

We made our home at the Virginia Hotel, kept by J. H. SPARR, one of the best in the West. For perfection of internal arrangement, general tidiness, courtesy, good fare, every thing to make a hotel desirable, this is a place hardly to be beat. We found here an old acquaintance from the Empire State, Mr. A. LOGAN, the book-keeper, and renewed old acquaintance.

On Monday we witnessed the reception of members of the Legislature, at the Hall of the Mercantile Association. We enjoyed all we saw; but not what we heard, which was about nothing at all but a confused noise.

A TEACHER!—A lady possessing an agreeable address, thorough experience, and general popularity as a teacher, would like an eligible situation in a western State. She has been engaged in a female institution for several years, and is amply competent for a principalship in a female college. Persons desirous of securing her services can address the Editor of the *Illinois Teacher*.

ELLEN WELLMAN won the prize (*Illinois Teacher* for 1857) for the best analytical solution of an arithmetical problem given in the Monmouth Union School. We glean the above fact from a letter just received from A. H. TRACY, School Commissioner of Warren county, containing a long list of subscribers.

In the list of members of the Association we have inserted only those whose names were found upon the Secretary's minutes or the autograph book.

BOOKS AND PERIODICALS.

Books have become a necessity to most men, and the eagerness with which each new issue is sought for has quickened the energies of authors and publishers wonderfully. Each day has its books 'just published'. It is obvious that all these books can not be read by the same persons. The buyers must discriminate, and any suggestions which will aid them in their choice must be valuable:

PRESGOTT'S ROBINSON'S CHARLES V., published by PHILLIPS, SAMPSON AND Co., Boston, will pay for reading. The first part of the work, the political life of CHARLES, written by ROBINSON, has been famous for some time; the last part, the cloister life of CHARLES, written by PRESGOTT, is now for the first time issued from the press. Whoever ventures to commence its perusal may as well make up his mind to devote time enough to complete it, for the charm of the narrative will assuredly lead him on to the end.

There are also upon our table five juvenile books published by the same house, which have provoked our curiosity not a little:

BLUE-BEARD'S STORIES FOR CHILDREN, translated from the German by Cousin FANNIE, is inimitably illustrated.

KOBOLTOZO is a book of the marvelous, as may be seen from the Table of Contents: Introduction—Two Old Comrades go off Together—Messrs. Nabbum and Cable find things changed in the Giant's Island—How Kobboltozo bore the Giant's Departure—The Feast of the Dwarfs—The Search of Kobboltozo and Hammawhaxo—Gropings Under Ground—The Gnomes—The Witch's Cave—Kobboltozo's Dream—The Mer-King—The Effects of Telling Secrets—A Surprise—The Fate of Kobboltozo—A Beginning and an Ending—Mr. Nabbum's Museum—Conclusion.

BRIGHT PICTURES FROM CHILD LIFE, WORTH NOT WEALTH, and THE FAIRY SPECTACLES, are books of a different character, very neatly printed and bound, and would send a thrill of pleasure to the hearts of the little folks were some kind friend to present them a copy.

VOICE OF IOWA.—This journal, announced by us some weeks since, is now on our table. It is the 'organ of the State Teachers' Association, of the Superintendent of Public Instruction, and of the Iowa Phonetic Association,' and is to be 'devoted to education, local history, arts and sciences.' JAMES L. ENOS, editor and publisher, Cedar Rapids, Iowa. \$1.00 a year.

PRAIRIE FARMER.—We have often been on the point of saying how much we liked this paper—its vigor, sprightliness, and common sense. Its theme is noble; the cultivation of the soil should be ranked second only to the cultivation of the mind. We do not wonder at its prosperity, nor at the success of *Merwin's Northwestern Home Journal*, which has grown to be one of the best newspapers in the West.

PARLOR DRAMAS, by W. B. FOWLE. Published by MORRIS COTTON, Boston. To the lovers of colloquial composition this book will be acceptable. It is more entertaining than the *Hundred Dialogues*, by the same author, which proved so successful, and will be in great demand at exhibitions and family parties.

Of the same character with the above is FITZGERALD'S EXHIBITION SPEAKER AND GYMNAS TIC BOOK, but containing more stage directions, and in addition some well-selected single pieces. The publisher, D. M. DEWEY, of Rochester, N. Y., will forward the work, post-paid, to teachers and others on receipt of eighty-seven cents by mail.

JEWETT AND COMPANY, Boston, have just issued ALCOTT'S LAWS OF HEALTH, a sequel to *The House I Live in*, and have undoubtedly done a service to humanity by so doing. ALCOTT is one of those eccentric old doctors who, despite their looks and oddities, think deeply and say many good things.

HOWE'S TRAVELS AND ADVENTURES OF TRAVELERS is a book of eight hundred and thirty-two pages, and sold exclusively by agents. We have not had time to examine the work, but would refer the reader to the advertisement in our advertising sheet.

CROSBY, NICHOLS AND COMPANY are out with a new edition of GLEANINGS FROM THE POETS. It has been somewhat reduced in size, so as to adapt it to the school-room.

HART'S GEOGRAPHICAL EXERCISES, published by IVISON AND PHINNEY, looks remarkably inviting.

CLARK'S FIRST GRAMMAR has at last made its appearance. It is designed for beginners. We have not examined it yet.

A TEACHER'S APPEAL TO THE PARENTS AND GUARDIANS OF HIS PUPILS is intended for general circulation, and should be read by every parent in the land. Many teachers send one to each of their patrons *as their own letter*, and find it a most efficient means of communicating their views and plans to parents, and thus securing the coöperation so much desired. Price \$2.00 per hundred. Address TALCOTT AND SHERWOOD, Chicago, Ill.

. DICTIONARY.—We are at last authorized to announce that *Worcester's Royal Quarto Dictionary* is in press. See advertisement.

EDUCATIONAL YEAR-BOOK.—The publishers, ROBINSON AND COMPANY, Boston, have forwarded to us a copy of this long-promised work. It is interesting, contains a succinct account of the educational systems of each State, an Almanac, and Teachers' Directory. This last is not so full as we had hoped. It is amply worth the price—twenty-five cents.

ILLINOIS TEACHER.

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PUBLIC AND PRIVATE SCHOOLS COMPARED.

AN ESSAY

Read before the Illinois State Teachers' Association at Chicago.

BY CHARLES E. SMITH.

IN discussing the subject assigned to me for this occasion I shall briefly contrast the two classes of schools as to their present character, the extent of the benefits they are able to confer, and their natural results to society. I shall wish to be understood as speaking of each as a class, without reference to particular instances which do not properly affect the general argument.

If we look at the two classes of schools as they now exist, we shall see them widely different in character, and the difference in favor of private schools. The teachers in the private schools, as a class, are superior in natural endowments and scientific attainments to the teachers in the public schools. They must be so to sustain themselves. No private school with inferior teachers at its head ever has more than an ephemeral existence; while nine-tenths of the public schools, taking the country through, are supplied with teachers of an inferior grade, unfit to be trusted with the moulding of immortal minds. Else, why the necessity for *Teachers' Institutes* and *Normal Schools*? Then, in the instruments and appliances so needful in the school-room, private schools are far in the advance. What proportion, think you, of the public schools of this State have any sort of apparatus for illustrating the truths of science? Even the black-board—that indispensable article to successful teaching—is still unknown in many of the public schools. That stu-

pidity whose estimate of a teacher increases as the pittance for which he will labor diminishes, looks with horror upon black-boards, air-pumps, electrical machines and galvanic batteries. But where is the private school of any standing that has not more or less of these appliances?

Then, too, the education acquired in the public schools is *not* education in any just sense of the term. It is chiefly confined to the intellect, at the expense of manners, morals, and the organic structure. Better *no* education than *such* education; it only tends to make rogues. For the proof of this assertion I will refer you to an article in the November number of the *Illinois Teacher*, headed 'Is this So?'

On the other hand, one grand reason for the success of private schools is found in the fact that the child's *morals* are safe. Private schools, being few in number and patronized by but few, are generally located at the centres of population, so that a majority of the pupils are necessarily beyond the daily ken of their parents; and as parents, religious and irreligious, invariably prefer to send their children where the moral discipline is strict and vigilant, morals *do* and *must* form part of the programme. But when we reflect that four-fifths of the people at large are either willfully or necessarily beyond the reach of private schools, the question presents a very different aspect. If it be true, as is often asserted and as facts and figures prove, that the prosperity and happiness of a State depend on the intelligence of the people—if pauperism and crime decrease as the masses are enlightened, it becomes a question of serious importance which of the two systems we shall sustain, in order to secure the greatest good to the greatest number.

If the best system is the worst managed, it becomes our duty as men, as citizens, as teachers and as Christians, to devote our highest energies to render that system perfect and effectual. Let alone the *miser*, who is conscientiously opposed to educating his children where it will cost money—if, indeed, he believes in educating them at all—and we still have left a large majority of the people who can *barely afford to dispense with the services of their children* while they acquire an education, much less pay the expense of sending them to the private school; and how shall the blessings of education be secured to this large class? Since 'ignorance begets poverty, and poverty crime', and paupers and criminals are a public charge, it becomes the *State*, as a wise financier, to adopt that course which shall diminish its expenses and increase its prosperity. It costs more to prosecute, convict and support one criminal than to provide the means of education for a *score* of children. I have in my mind's eye a case that occurred in my own county, where a criminal finally escaped the hands of justice after having cost the county over two thousand dollars.

As to the results of the two systems to society, we see that, when viewed in the light of our republican institutions, private schools are a failure. They are the nurseries of aristocracy; not the aristocracy of *codfish* notoriety, but the real, unmixed aristocracy, which despises a poor man *because* he is poor—which calls men of moderate means 'small-fisted farmers, greasy mechanics and filthy operatives, unfit to associate with well-bred gentlemen', and says 'free society is a failure'—which

threatens the overthrow of republicanism, and is hard down upon our free schools.

Ten days ago I was told by a teacher in one of the public schools of this State that he one morning overheard a boy, who was on his way to a private school in the same village, taunting another boy because he attended the *public* school, and boasting that *he* went to the *high* school. Only last week a gentleman with whom I was conversing remarked, in speaking of a certain private school, that it must be sustained. Said he, "I don't want to send *my* children to school along with the *rough scuff* of creation." In the same spirit speaks the *Southside Democrat*, a paper published in Virginia, the home of aristocracy in this country. You have doubtless all read the extract, but I will repeat it as pertinent to my subject. It says: "We have got to hating every thing with the prefix *free*, from free negroes up and down through the whole catalogue—free farms, free labor, free society, free will, free thinking, free children and *free schools*—all belonging to the same brood of damnable *isms*; but the worst of all these abominations is the modern system of free schools. We abominate the system because the *schools are free*." With those of us who look with pride to New England as the place of our birth and the home of our ancestors, all this twaddle about her admirable system of free schools goes for what it is worth. It serves to show, however, how much sympathy we may expect from the aristocracy in our efforts to elevate the masses through our free-school system.

I take it, therefore, that if the child be educated in the private school—where, I grant, he will generally enjoy advantages superior to those offered by the public school—the tendencies are that he will soon look down upon his former playmates, though he be their inferior in native ability.

But how is it in the public school? The children of the rich and the poor, the high and the low, are all on one common level; rewards and punishments come alike to all, without distinction of wealth or parentage; and attachments and associations are formed which 'death alone can sever'.

The State is benefited, not alone in that she thus lessens her expenses and increases her prosperity, but also in that she is thus enabled to seek out from the humbler walks of life, where talent is oftenest found, the gifted and the good to educate and qualify for the responsible positions in her government.

In the absence of a law compelling every child of suitable age to attend upon the public schools, let the earnest teacher go into the by-places of his neighborhood and seek out the degraded, ignorant and vicious, and by kind persuasion induce them to attend. There are doubtless many parents in this State who do not yet know that their children can be educated free of expense.

The teacher, in his walks, may find some really too poor to provide text-books for their children. In the absence of a law making it the duty of school officers to provide such with text-books at the public expense, let the faithful teacher provide them from his own purse. If he does not gain his reward in this world, he will in the world to come.

Or, if he is too poor to do this, let him present their cases to a few of his friends who *are* able, and the work will be done. Neither let us rest satisfied with merely providing, free of expense, the facilities for acquiring the *elements* of an education. If it is the duty of the State to provide for its citizens the means for a *common-school* education (and what intelligent man doubts this?), it is no less its duty to provide for all the *higher* grades of scholarship, from the primary school up to the University. If it is true that the State gains by educating its masses a *little*, is it not true that it will gain *still more* by educating them to the *highest degree*?

If any hesitate to decide in favor of free schools because they are, as a class, inferior to the private schools, let him use his influence to render them equal—yea, superior—to the private schools. This will yet be done by establishing Normal Schools for the education of teachers—by multiplying Teachers' Institutes, and by appointing on examining committees men who will not, for favor, money, or fear of offense, grant certificates to unqualified persons; for '*as is the teacher, so is the school.*'

Parents will then be enabled to educate their children at home, where they can counsel with the teacher in the formation of the child's character, and where they can detect and check those tendencies to evil to which most children are prone.

To my mind, another argument in favor of public schools is derived from the fact that in places where they have been fairly tested and properly conducted, private schools have invariably died out. I speak from observation, and, had I the time, could name instances. From this statement I will exclude our large cities, where the aristocratic element is already too strong to be easily overcome; but who ever heard of a public school being supplanted by a private school, even where the public school was decidedly inferior? While but few, comparatively, can afford to send to the private school, every child, with a little trouble, can be brought into the public school for some portion of the year. In the place where I live, with as mixed a population as can be found in any town of equal size in the West, I do not believe there are six children of suitable age who do not attend some one of the schools.

One word more and I will dismiss the subject. Let us not, I pray you, my fellow teachers, neglect the cultivation of the heart and hand while we are building up the head. That is a sickly, unnatural growth which expands the intellect while it dwarfs the body and destroys the soul.

IN his calm retreat in Dorsetshire, England, Mr. MACREADY, the actor, is living the life of a Christian gentleman. He has built, at his own expense, a school for the education of fifty boys, which has now been in full work for a year.

T H E A G E S .

BY W. S. POPE.

THE earliest of the Grecian poets tell us of the Ages—in deep and moving lays. The whole existence of the human race they compared to the life of one individual, and the earliest periods of the world were compared to the blithe and happy days of merry youth.

The poet HESIOD tells us of five distinct ages: 1. The Golden or Saturnian age, when SATURN ruled the earth; when all the people were free from the restraints of law; when they had neither fleets of war nor ships of commerce—neither weapons nor soldiers for slaughter—when the exuberant soil needed no toil in cultivation—and when perpetual spring blessed the world. 2. The *Silver Age*, described by HESIOD as licentious, filled with all wickedness. 3. The *Brazen Age*, characterized by violence, savagism and warlike plunderings. 4. The *Heroic Age*, which, in the mind of the poet, grew better, approaching a more noble style of manly life. 5. The *Iron Age*, when all of honor and justice seemed for a while to have taken their flight from earth, and left men exposed to the wretched torments of deceit, treachery and unsuspected death by the hands of pretended friends. This, of course, was the age in which the poet himself lived; for, to our conceptions, generally, all other times were far happier than our own.

OVID, in his *Metamorphoses*, retained the division of HESIOD—with this difference, *i.e.*, he omitted the Heroic Age, and placed the other four ages before the flood of DEUCALION. And this idea was afterward introduced into philosophy. These ages were considered as the great year of the world—at the end of which the heavenly bodies were to be at their original places, ready for a new revolution of the same ages.

Thus was Mythology and Astronomy brought into an unlawful and blinding connection. SATURN was ruler of the Golden Age; JUPITER of the Silver; NEPTUNE of the Brazen; PLUTO of the Iron Age. The duration of one cycle of such ages was variously computed. By some it was 2000 solar years, by others the mysterious number 7777 years. ORPHEUS made it 12 months, consisting of 100,000 years each. The Sibylline books made it ten secular months, or the four seasons of the year, in which count Spring was the Golden Age; Summer the Silver; Autumn the Brazen, and Winter the Iron Age; and then with Spring commenced again the Cycle of Ages.

The student of history will find the idea of the ages of the world deeply fixed in the minds of almost all nations; so that it is more or less interwoven with the religious sentiments of all peoples on the globe.

THE MIDDLE AGES.

In the World's history these were peculiar times. They may well be likened to SHAKESPEARE'S

“Morning's war,
When dying clouds contend with growing light;
What time the shepherd, blowing of his nails,
Can neither call it perfect day nor night.”

The Dark Ages had begun to pass away, and the enlightened age to come upon the world. The stolidity, cruelty and brutality of the one were being broken up, and a better state of morals and political government introduced by the coming rays of the other. The unrelenting tyranny of absolute despots was so relaxed that privileges and favors were granted to rulers of small provinces; and so destitute were the nations of means of intercommunication that the despots had no opportunity to know what the dukes and princes in the various parts of their realms were doing among their subjects.

This retirement and want of watchful vigilance on the part of the sovereigns engendered pride and ambition in the breasts of the dukes and petty princes, who, in many parts of ancient Gaul, and in Italy especially, set up for themselves; and hence, each town of any importance became an independent principality, whose chief waged war against his neighbor duke for petty grievances and for the sake of plunder. All these towns and divisions of the country were nominally subject to the king, or *maire* despot, for all assumed the title of king.

The common people, who were styled ‘freemen’, but who were as far from freedom as many African slaves, were subject to some superior. HALLAM significantly remarks, in his history of those ages, that ‘it was the *privilege* of each *freeman* to choose his own superior’! We thus see that the *name*, the word ‘freedom’, has been in all ages made a handle, by which a few have managed the multitude.

This state of things lasted for many years, till a bold hand and more enlightened head executed the well-formed plan of subduing all those smaller powers and consolidating the many governments into a few of energy and power. Rome gained the mastery, and the numerous principalities of Italy soon became almost extinct. In Gaul the ‘dying clouds’ could no longer ‘contend with growing light’, and the various Gallic tribes became one great, *conquering* nation.

As the student of history now reviews those ages, passing along from period to period and comparing all that remains—the bare outlines of their characters—the *great results* of their being—it is to him encouraging to notice that *all of greatness* and of glory that is left to us from them was developed and matured while the best style of *Republicanism* existed among them. The days of the Grecian and the Roman Senate, when CICERO and DEMOSTHENES and other great orators pleaded the rights of the people, or at least *appealed* to them for the safety of their country against a horde of *wolfish* aspirants and traitors—these were the days of their glory; when mind had great freedom and frequent contact with other master-spirits, which exercise developed a *power that will not die*.

We may well rejoice in a far more congenial age, but one that demands more great and constant efforts by all *for mastery* in the higher walks of mental greatness.

MT. MORRIS, Illinois, February 17, 1857.

S O U T H E R N I L L I N O I S .

FRIEND HOVEY: I find I must go over some of the ground where I traveled, in imagination, in my last communication to the *Teacher*. Improvements in schools as well as every thing else are advancing with such rapidity that one month's time changes the condition of things very materially in 'Egypt'. The people in the North *must* wake up, and not be sleeping, Rip-Van-Winkle-like, or we shall distance them in the march of mind. I am willing that the North should remain connected with the South if you prove that you will not be a drag on all our plans for the prosperity and glory of our great State. I am not in favor of the secession of the South from the North if you will come up to the chalk-line, and do your duty in the premises, and accord to us the rights and privileges granted to us in the Constitution under which we, both North and South, live. Perhaps you may have heard the story told of the colored preacher who used to perform the marriage-ceremony for his fellow blacks on the plantations in all the region round about him; he was famous for his peculiar tact in these matters. He would always conclude—in order, I suppose, to make the contract doubly binding—by saying 'What I and de LORD hab jined together, let no man put asunder'. I do n't want what the LORD and our fathers have joined together to be put ruthlessly asunder. Therefore, we of the South will learn 'to labor and to wait', remaining ever cheerful, ever hopeful of the future.

In order to keep you posted in school matters I can barely allude to some things that have taken place since I wrote to you last, or that we expect soon will occur. Some body has said that the Europeans look to *the past* and glorify the mighty deeds their ancestors have performed; while we look to *the future* and boast of the great things we and our descendants *are going* to do. A select school has been started by Miss PAINE, in Cairo—the capital of so-called 'Lower Egypt'. A common school has been commenced in Mound City, which, I have no question—for I have lately visited it—will grow to be a place of great importance in manufactures and commerce. In fact, I believe, sooner or later, it will be one and the same place with Cairo. A school-house is in process of erection at Ullin, on the Illinois Central Railroad. Of the schools in Union County, I have nothing new. In Carbondale we find four earnest, faithful teachers—Miss SINGLETON and Miss ROBERTS,

Mr. BEACH and Mr. HOLBROOK. Mr. HOLBROOK has taken the place of Mr. BABCOCK, who left to engage in other business, after an examination and exhibition—which passed off to the entire satisfaction of all the friends of the school and with great credit to the teachers and scholars; but he left with the esteem and benedictions of all the citizens of the place. His post-office address is now *Anna*, Jonesboro Station. By the way, we must not lose sight of the faithful teachers who *will* engage in other business in spite of the remonstrance of their friends. To-morrow, Saturday, February twenty-first, the friends of education in Jackson County (and their name is legion), as well as ‘the rest of mankind’, are invited to meet at Carbondale to organize A COUNTY EDUCATIONAL ASSOCIATION, the proceedings of which will, undoubtedly, be sent to you for publication. The scholars, with bright eyes and smiling faces, are preparing for an examination and exhibition in the Second District School of Carbondale. I have, also, received an invitation to be present and deliver an address on the subject of Education in general, and Common Schools in particular, at the examination and exhibition of Mr. SCURLOCK’S school, in Marion, Williamson County, about the last of April next. So you perceive our *live* teachers are at work. *Work* and *worthiness* are joined together by God’s iron rule.

Here let me inform those ‘apt to teach’ that, probably, about the first of May next, we shall want a first-class teacher, with common sense and a liberal education, to take charge of the Preparatory Department of ‘Carbondale College’. Who offers? We hope to erect a wing of the main college building this summer. Meanwhile, a school will be commenced in the third story of Mr. CAMPBELL’S new brick store—forty by fifty feet—which will furnish ample accommodations for all present purposes. In Carbondale, besides the worthy men I mentioned in my former letter who are fast friends of our cause, there are many others no less worthy—Messrs. Dr. MULKY, R. R. BRUSH, MORGAN, and HAMILTON (the last named our excellent police magistrate); Mr. BARROW (our county surveyor); Messrs. BOWYER and SINGLETON; Mr. THOMAS, Rev. Mr. DIXON; Messrs. MARRON, DIVELY, BLACKMAN, and MASON; Mr. ADAMS and Mr. ELDREDGE (both old teachers of distinction); Messrs. LOUDON and KEAN (both lawyers); and so I might go on through the alphabet, from A to Z, and find men of the right character. At the thriving village of New Duquoin (we will pass De Soto, though I intend to refer to that village hereafter, as well as to some other men and things farther south, in Jonesboro, where are found many noble minds), in Perry County, Mr. WARD, a young and devoted teacher, is doing his good and beautiful work. He will be succeeded in the spring by Mr. GAS, who is a well-qualified and eminently-successful teacher, as well as his brother. At Old Duquoin, in the Seminary are—Miss PAINE, Miss PLYMPTON, and Mr. SAUNDERS, leaving their lasting impress for good. Miss SMITH is teaching ‘the young idea how to shoot’ in the common school. Among the fast friends of education here are—G. S. SMITH and all the other SMITHS, good men and true; Messrs. SPRAGUE and brother; Messrs. KEYES,

McCLUER, and WINTERS; the BURBANK brothers, and the HINCKLEY brothers; Dr. WALL, and a host more worthy of all praise; and last, though by no means least, my esteemed brother in the ministry, Rev. J. WOOD.

Dr. J. J. CUNNINGHAM, of Mount Vernon, reports to me the schools of that place as in a flourishing condition. I should be glad to learn from some of the teachers something more definite with regard to them, as well as the schools generally in Egypt proper, south of the Ohio and Mississippi Railroad, though the folks north of there are so anxious to be included in Egypt that we are willing, if they will conduct themselves properly, to act in a kind, christian manner toward them, and enlarge our territorial possessions and accommodate them as far north as Springfield, *but no farther*.

I do hope that the Board of Education will not appoint the next Annual Convention too far away up north, in some unknown, out-of-the-way place, like Galesburg for instance, for fear the teachers there would not take interest enough in the matter to attend and the convention would prove a failure, and, also, for fear if we Egyptians should undertake to be present, we might fall among savages, or be eaten by crocodiles or alligators, and thus we perish untimely, 'unwept, unhonored and unsung'. We are willing 'to meet you half way', however, even if we have to go attended by a guard of armed men. W. S. POST.

DO N'T SAY YOU CAN'T.

BY H. B. W.

Do n't say 'you can't'! there's joy in store
 For all the happy humble;
 And there is woe
 For all below
 Who choose to fret and grumble.

Each has a duty to perform,
 To 'fulfill an order';
 Do what you can
 To be a MAN,
 And Heaven be your rewarder.

Do n't say 'you can't'! but strive to think
 That old WEBSTER never meant it;
 Or, if he did,
 His conscience bid
 Him long ago repent it.

God gives to every man a task:
Then, like the bold Philistine,
Gird for the fray,
Work while 't is day,
And be an honest Christian.

Man is a Reaper, sent to bind
The harvest golden-spangled;
And mean the sloth
Who quits his swath
Because the grain is tangled.

Don't say 'you can't'! we're sent to toil
Where spades and sickles glitter;
Then, brother, hoe
Your honest row
Amid the sweet and bitter.

Don't say 'you can't'! let us while here
Lean one upon the other;
Descend the hill
With right good will
To aid a fallen brother.

The clock on yonder mantel-piece
Is a picture human;
The *brass*, in part,
Shows man his heart—
In part, the *bell* is woman.

The faithful hands move round and round,
To count the swift hours golden;
Each tiny wheel
That turns with zeal
Shows each to each beholden.

Then, brother, heed the simple text
And be a better neighbor;
Don't say 'you can't'!
But, like the ant,
Load up and strive, and labor.

Knickerbocker.

REVEREND DOCTOR NOTT is now nearly eighty-seven years of age, and has been President of Union College since 1804, when he succeeded JONATHAN MURRY, who had filled the post two years. "He has graduated nearly four thousand young men, and has contributed more to the cause of education than any other man in the United States. He still enjoys pretty good health, and is destined to do even more yet in the noble and patriotic work in which he has been engaged for more than half a century."

TEACHERS' SALARIES.

IN our own experience, hitherto, we have not found increase of salary, however desirable for every man, of whatever business, to be productive of a more plethoric state of the pocket, *except* when certain principles of laying out money have been adopted. If men choose to spend their funds for whatever the impulse of the moment may dictate, it matters little whether their salary be \$400 or \$800; for, in every position of life, the higher the rewards the greater the opportunity to disburse, without reference to the future. If strict rules be laid down at the outset, and *lived-up-to* through the year, then, the greater the salary the greater is the amount available for the future. Teachers are proverbially a poverty-stricken set; they start poor, they continue poor, and, so far as we know, they die poor. Indeed, a teacher who should have cleared five thousand dollars by long industry in his profession would be a standing marvel—especially from our public schools. But is five thousand dollars too much for an educated professional man to hope for as the result of twenty to twenty-five years of devoted attention to his business?

If we can hint at any means by which so desirable an amount may be secured, whether by showing directly how it may be acquired, or indirectly by giving causes why it is not acquired, our intention will have been accomplished.

But, before we open upon this, let us offer one word to a class of teachers whom we have purposely avoided in our former papers on this subject. There are many working in our broad State for the *means* of obtaining that of which poverty, hitherto, has prevented the enjoyment—a complete mind-culture, so far as the schools can give it. There is many a maiden working in the wayside school-house for little reward, who purposes from her savings to collect enough for a course at the Normal Halls, that then she may go forth on her life-mission of doing good, prepared for its duties as an intelligent, noble-hearted woman. We honor all of them, and on these *Teacher* pages would bid them ‘God-speed’. May the change from the lowest rank—at one dollar a week and board around—to the highest, at \$800 per annum (which, we believe, is near the limit for female teachers), be speedy; for we *need* them, disciplined by just such toil, to help us along.

There is many a youth, too, struggling on in doubt and in darkness, with a firm resolve to become a *man* equal in scholarship to the best in the land. We would grasp the brave hands and acknowledge even the brave hearts of *such* teachers, laboring with Christ-like ardor for their charge, and striving daily to become more full of the *power* for effecting good in the world, either as teachers of youth or teachers of men. We need not tell *them* to save their dimes, for, amid the *scorn* and *reproach* of the *present*, they can see in the misty future a time when those shall

be changed to words of trust and confidence. All honor, we say, to the youth or maiden, thus working in our profession, and developing in themselves and in others that noble thing which men call *character*. Gentle words come not often to them now, but they *shall* come hereafter.

And now, why don't teachers, as a class, succeed in laying up a little money, or how can they do it? That's the question before us—interesting to all, unprofitable to none.

1. *Teachers change their places too often.* If a storm is imagined in the distance they are ready to run before it; as if they could find a place where no storms shall come. Brother pedagogue, you can't do that in this world; and this is where your services are more peculiarly needed just now. If your place is a 'hard' one, so much the more need exists of a true-hearted, resolute man to make it easy. If your salary is small, make yourself a necessity to the place and it will be made larger. Teachers should never despair while one supporter remains firm. Storms do not last for ever, and there is glory in overcoming all the obstacles of ignorance and superstition, rather than in turning from the way dismayed, downcast, cowardly. Heed CARLYLE'S rough word: "Who is he that says there is a lion in the way? Sluggard, thou must slay the lion then; the way has to be traveled."

Besides, if a small salary won't sustain life, how will it be with none at all? We believe teachers are more likely to be called to good posts from poor ones than from idleness. Trustees have found it better to get those who have a heart which *compels* them to work, than those having hearts indifferent to labor. Above all, we think that too many teachers keep poor by just working long enough in a place to obtain enough funds for carrying themselves away, and then spend that little amount in finding another spot for another toiling hour. We appeal to the experience of half the teachers who read these pages to sustain this position. One great remedy, then, is, *stick to your work*. The tradesman must do it for success; the lawyer must do it; the physician must do it; the farmer, the clergyman, the teacher—all must *stick to their work* in order to succeed in making a living and in saving for the coming years.

2. *Teachers are too fond of traveling.* We know that the breadth of vision which traveling secures is eminently desirable for those whose very profession is not to make small things appear great, and we would join most heartily in securing such a sum as would satisfy the desire of the eye for seeing and the ear for hearing. But, as things are in our times, it is impracticable. Is it not *true*, as we have charged, that teachers like traveling too well for their pockets' interest? Do we not always hear the question, as soon as vacation begins, 'Where are you going this vacation?' But railroads are not saving-banks, except for stockholders; and first-class hotels—professional teachers will use no others—are expensive not only to their proprietors for the mirrors and the furnishings, but to the guests for the enjoyment thereof. If teachers would make money they must be keepers at home. They must *believe* in Chicago and the prairies; they must exercise more faith in the *Geography*

and in BAYARD TAYLOR's travels. Young teachers especially must remember that the fifty dollars of a vacation-trip, if put at interest, will be fifty dollars still, but if invested in railroad-tickets will cease to be their own for ever. It is hard to cut off this great joy of traveling, but it must be cut off for the first few years of life, if the last would be made comfortable from the teacher's stipend.

3. *Avoid all accounts at dry-goods or book stores.* If you *must* have them, cast them up every week, to be certain they are not growing too rapidly. We suppose that most teachers will call that parsimony which Doctor FRANKLIN would call economy; but it may be remembered that Doctor FRANKLIN made money and teachers do n't. Speaking of books, the question occurs as to the *library* of the teachers. We suspect that our professional brethren are not usually, as a class, quite select enough in their books. It is so pleasant at the close of a hard day's work to take some light book and content one's self with its prettily-turned phrases, instead of turning to some of the world's master-spirits, whose thoughts in rough garb demand an *effort* of the weary mind. Yet, because we believe that a teacher is useless who has ceased himself to grow in mental strength, we would lift up our voice against the cessation of toil when school hours are past. A few dollars rightly expended will secure many great thoughts, and thus the mind and the pocket become 'harmoniously developed'. Our modern wisacres will pardon the desecration of their favorite phrase, but it expresses an idea in *this* connection worthy of their attention.

In conclusion let us say, if teachers can not be economical without being miserly, they ought to prefer remaining in poverty. A stingy old school-master is the meanest object in Christendom, as a provident, broad-souled, heaven-working school-master is one of the noblest; but the thought of the great Doctor ARNOLD—that big-hearted teacher and earnest man—is not an unnatural one: "*Depend upon it, the comfort of an income already secured is great, when a man feels at all unwell.*"

GIBBON, at the close of his great work, informs the reader thereof that it was first conceived 'among the ruins of the capitol'. Although it may appear presumptuous, yet we would fain shelter ourself under his great example for stating that the idea of these articles was first conceived 'among the ruins of' our '*capital*'. It chanced that we counted the cost of living, the other day, for the coming year, being surprised at the limited stock of 'the ready' on hand as the result of the present; and having carefully included every probable expense to which we shall be subjected, and having subtracted the sum from the salary we expect in due time to give our receipt for, we are overjoyed to find a balance in our favor of—\$6.81. Determined on securing such an unprecedented result, we also proceeded to strengthen our position by writing an article on the propriety of economy in *all* teachers, hoping thereby to induce sundry others of our '*cloth*' to commence getting rich at the same time. Brothers, let's try it three years and see what comes of it!

New-York Teacher.

REMARKS OF DR. GOUDY, OF CHRISTIAN COUNTY,
ON THE COMMON-SCHOOL LAW.

[In the House of Representatives, February 3, 1857.]

MR. SPEAKER: The question of the two-mill tax and the manner of its distribution, as incorporated in the school-law now under consideration, is one of vital importance to the welfare of the State. The gentleman from Shelby (Mr. MOULTON) has made an able and eloquent appeal on the general merits of the bill. I will, therefore, confine my remarks to the discussion of the two-mill tax and its mode of distribution. The Joint Committee on Education, when in session, discussed this principle in all its bearings, and were unanimously in favor of the present two-mill tax, and the distribution of a portion of it to *territory* as well as *population*.

This, sir, I conceive to be the true basis of our great educational interest—the main essential to impart vitality to our free-school system. It becomes us as citizens, as legislators, to indorse the high and noble sentiment that ‘*the property of the State should educate the children of the State*’. This, sir, is a plain proposition—it needs no solution. It embodies a principle that will stand the test of time. “The principle of the stronger helping the weaker is recognized by God and nature”.

MR. SPARKS, of Clinton, inquired whether the County of Christian received more moneys than it paid out.

MR. GOUDY—It matters not, Mr. Speaker, whether my county does or not—I will explain hereafter. It is the great principle that I am after—and that principle is the one enunciated. If this plan was abolished it would overthrow our great school system. It requires no little nerve to stem the current of popular prejudice.

At a meeting composed of five hundred teachers, held in Chicago on the twenty-third of December last, the following resolution was adopted:

Resolved, That we oppose any change of the principle on which the State school-fund is apportioned, but we acknowledge, at the same time, that injustice is done in some cases by inequality of assessments, which injustice we leave to the wisdom of the Legislature for a remedy.”

I quote from the ‘*Illinois Teacher*’. It is the judgment of *practical teachers*, and is entitled to consideration before this legislative body. This system of distribution has been adopted in the State of New York. I will quote:

“One-third of the school moneys is divided equally among the districts, large and small, and two-thirds in the ratio of the population; this was a compromise between the free-school party and the capitalists, and had allayed the feeling existing. It was operating beneficially and would tend to introduce a system of education free as the air and the light of the sun.”

Gentlemen entertaining opposite views to the principles of this tax tell us it is not to the general features of the law that they object, but to the collection and disbursement of the tax embodied in it. Then for a moment let us examine this point. Is the fault in the common-school system, or is it chargeable to some other cause? By the revenue acts a tax of $6\frac{1}{2}$ mills is collected for general State purposes; only two mills of this, *less than one-third*, is appropriated to sustaining the common-school cause. Then why will you destroy our noble common-school system—a system that may well be termed the ‘birthright’ of the youth of the State—free to all and denied to none.

But, sir, because the law required a certain portion of the fund to be returned to the counties for school purposes; it was discovered that there was an inequality of taxation. This inequality has been existing for years, but not discovered. Even then, if this be true, is the school-law responsible for the evil? Does not the same objection exist in regard to the other *five* mills collected to defray the expenses of the legislative, executive and judicial departments? The whole tax is collected from the same base, the same assessment. If there is error in one part, there is error in the whole. If the County of Sangamon pays in round numbers twelve thousand dollars; rather six thousand dollars to the mill more than she receives back, then she pays seven times that sum, amounting to nearly forty-two thousand dollars.

Why will you destroy, then, one of the noblest systems on earth, when the evil is chargeable to other causes? Apply the corrective where it properly belongs. The fault is not in the collection and disbursement, but in the *inequality of the assessment*. The trouble lies at the door of the assessors. On their assessment is based the collection of all the State and county revenues. If your premises are wrong, your conclusions must necessarily be so. Apply the corrective in the proper quarter.

This may be attained in several ways. 1. By an equalization law; and 2. By the Auditor of Public Accounts issuing instructions to the several assessors to lower or raise their standard value, so as to produce an average or given amount on real estate and other taxable property. Some such course would tend much to harmonize and to produce an equitable ratio between the several counties. Boards of equalization have been formed in other States, and have worked well, as I am informed. It is designed to introduce some such bill the present session to establish and create a board for Illinois. We trust its provisions will prove salutary—meet the emergency—and restore general harmony.

Similar difficulties were encountered by the friends of common schools in Ohio. Their mode of distribution is similar to that of Illinois. Some counties paid out more than they received in return; and others the reverse. The County of Hamilton, in which Cincinnati is located, paid out over sixty-five thousand dollars in the year 1855 more than she received back—and many other counties of that State paid large amounts similarly. This at first was loudly complained of; but they did not overthrow the common-school system—they reached it in another way by creating a board of equalization. And wisdom dictates that some such course should be adopted by Illinois.

Again, sir: I would not wish to be understood as charging the assessors with dereliction of duty—far from it—I believe them to be an honest and honorable class of men. The gentleman from Clinton (Mr. SPARKS), says the assessor of his county is a correct, high-minded man, but as to the assessors of Bond and Shelby he could not tell—‘they may or they may not have elastic consciences’. I repel all such charges—to err is common; and it may be the lot of some or all of them to commit errors of judgment. Each assessor fixes a certain standard, by which he is governed in taking real estate and, personal property within his own county. This rule he strictly enforces, and, so far as his own county is concerned, the great ratio of equality is preserved. But, sir, when you come to put counties together in comparison, a great inequality is found to exist in some counties as compared with others—showing that the standards are as different as there are counties in numbers.

If, then, the common-school system were blotted out, only *one-third* of the evil would be removed. If the enemies of the bill under consideration would only continue to carry out their now cherished notions, the wheels of our State Government would cease to move. But let us dwell for a moment on the argument of the gentleman from Clinton (Mr. SPARKS). He advocates the principle of paying back to each county the same money collected from them in the two-mill tax. For example, take the County of Macon. He would have the Auditor direct the tax collector to pay over to the School Commissioner thereof all moneys collected for school purposes from that county, and he to the township treasurer, and he to the districts, and they to each tax-payer the amount originally collected from him, *less the expenses*; or, in other words, *every man can educate his own child, provided he has the means to pay for it.*

This is the legitimate deduction of the argument of the honorable gentleman—one step taken certainly toward barbarism. I had hoped to hear the gentleman propose some wholesome remedy; he proposes only to destroy, and offers no tangible substitute. It is a maxim that ‘a child can destroy what a philosopher can not build up.’ I will do the gentleman the justice to say that he did propose one measure as a substitute—to appropriate the money out of the State Treasury. This would not reach the evil, for all the moneys in the treasury are collected from the same assessment as the school-fund. If dollars and cents is to be the governing motive of the gentlemen opposed to this tax, then they have the argument; but, sir, we hold that a higher and more noble end is to be attained. We want to place a good common-school education within the reach of every child in the State. We want to carry out that noble principle that *the property of the State should educate the children of the State.*

But again: For those districts containing no population no money is wanted, no money goes there; but there are many sparsely-settled districts, containing less than half a dozen families. The proportion of the school-fund to which they would be entitled, per population, would be small; but add the one-third part distributed according to territory,

and then you afford means sufficient to sustain a school and give these children the blessings of an education. This principle will hold good in more populous districts of the country. The present mode takes from the abler, the more wealthy, and bestows it upon those less fortunately situated. The County of Cook pays out some thirty-five thousand dollars more than she receives in return. She makes no complaint, offers no factious opposition; feeling that the principle enunciated is a correct one, she yields a quiet submission.

One word more, Mr. Speaker, before I close. The gentleman from Clinton (Mr. SPARKS) charges the gentleman from Shelby (Mr. MOULTON) with having changed his mind on the subject under consideration. It may be so; and if he has, I can see nothing wrong in his course. Dollars and cents may actuate and exert a controlling influence over my friend from Clinton; but I feel that the member from Shelby is actuated, in his support of the bill, by higher and nobler impulses; when he sees the great interests of education looming up and demanding the support of its friends, we find him in the front of the battle. I commend him for his course. Would you have a man, because he has assumed a certain position one day continue in it for life, right or wrong? What would you think of a physician who, when called to the sick-bed, examines his patient, finds a dose of calomel indicated; calls again on another day and finds another class of remedies indicated; but, to be consistent, repeats the dose of calomel, and so continues his treatment? You would look on him as visionary, wild, bordering on insanity. So it is in the pursuits of life. Let truth and justice ever determine a man's course.

But, to close, Sir, I know no North, no South, in this great question; nor do I wish to array one portion of our common country against the other. I feel that a great responsibility rests upon us. I think we should sustain this great principle as becomes a body legislating for the great interests of the people. Take it away, and you strike at the very basis upon which the free-school system rests. Sir, I feel that the safety and perpetuity of our free institutions rests upon our common schools. In them are sown the seeds of liberty and good government. Every improvement and support rendered these primary institutions is but strengthening the great bonds of our national institutions. "He who shortens the road to knowledge lengthens life."

IGNORANCE VS. KNOWLEDGE.—Ignorance pays such a tax that we can n't imagine how any body can afford to be a blockhead. McCracken works for a dollar a day, while Spring, his neighbor, commands twenty shillings. A wide difference, and all caused by Spring's knowing how to read, write and cipher. From these figures, it will be seen that McCracken's want of knowledge costs him four hundred dollars a year—which shows that ignorance costs him more than his wife and children, house-rent inclusive.

N. Y. Dutchman.

TEACHERS' INSTITUTES.

MR. EDITOR: The new School Law, so amended as to be in the main satisfactory to those particularly interested in it, does not provide for the formation of Teachers' Institutes. That is unfortunate, for a small legislative appropriation would have done much service by calling public attention to these valuable institutions. It is left, therefore, to the County Commissioners to take the matter in hand. Will these gentlemen then go to work at once. There ought to be Institutes in the Spring as well as in the Autumn. Call a meeting of the teachers of your county, if not already banded into an association, resolve upon an Institute and make arrangements for one, and carry out your arrangements promptly. If it should so happen that few attend the preliminary meeting, be not discouraged, but try again.

"If at first you don't succeed, try, try again."

If you need help to carry the exercises through, put yourselves in correspondence with the Board of Education, who are able and ready to advise you.

We may congratulate ourselves upon the prospect of a more thorough preparation of teachers in the Normal University; but meantime we need and must have the advantage and assistance of the Institutes. Messrs. Commissioners, will you be pleased to bestir yourselves? Can there not be an Institute in every county in the State in 1857? H.

DEATH OF THE YOUNG.

Oh! it is hard to take
The lessons that such death will teach;
But let no man reject it,
For it is one that all must learn.
And it is a mighty universal truth;
When Death strikes down the innocent and young,
For every fragile form from which he lets
The parting spirit free,
A hundred virtues rise,
In shapes of mercy, charity and love,
To walk the world and bless it.
Of every tear
That sorrowing mortals shed on such green graves,
Some good is born, some gentle nature comes.

DICKENS.

UNEDUCATED CHILDREN IN CHICAGO.

Extract from the forthcoming Report of W. H. WELLS, Esquire, Superintendent of Schools.

It has seemed to me a matter of importance, at this period in the history of the schools, to ascertain, as nearly as possible, the number of children in our midst, of suitable age to attend school, who are entirely destitute of school-instruction. It appears from the recent census of the city that the number of children in Chicago between the ages of five and fifteen years is about 17,100. I take the period between five and fifteen years because these are generally regarded as the limits of the school age, though many pupils remain in school till the age of eighteen or twenty. Our problem, then, is to account for the school-instruction of these 17,100 children who are of suitable age to attend school.

The whole number of pupils in attendance upon the public schools of the city at any time during the year 1856, after deducting those over fifteen, was 8,306. This number taken from 17,100 leaves 8,794 still to be accounted for.

The census of the city affords no means of ascertaining the number of pupils instructed in the private schools; but, as it is impossible to arrive at any satisfactory solution of our question without this knowledge, I have taken measures to secure a thorough canvass of the city for the purpose of obtaining it. The result shows that there are at the present time fifty-six private schools of various grades in the city, including the Industrial Schools and the Orphan Asylum, with an aggregate attendance of 3,850 between the ages of five and fifteen. To find the whole number attending the private schools during the year, we must add to the number now enrolled, as nearly as can be ascertained, about 550, making in all 4,400. Taking this number from 8,794, we have yet remaining 4,394 children between five and fifteen that have not during the year been found a single day in any school of the city, either public or private.

In settling the question 'How many children are habitually absent from the schools who ought to be found in them?' we must make some further reduction of this number. There are a few cases in which provision is made by parents for the instruction of their children at home. There is also a small number of children that are either physically or mentally incapacitated to attend school. Perhaps some allowance should be made for those who have obtained what may be regarded a respectable education, and left school before reaching the age of fifteen. It would probably be a high estimate to put the number embraced in all these classes at 1,000; no one would think of putting it higher than 1,394. But this number taken from 4,394 leaves at least 3,000 child-

ren in our city who are utterly destitute of school-instruction or any equivalent for it.

This is no theoretical speculation. The facts I have adduced have been collected and revised with the utmost care. I leave out of account the fact that hundreds of those whose names are enrolled as members of the schools attend less than a single month in the year, while hundreds of others are so irregular in their attendance that they can hardly be said to be benefited at all by the instruction they receive. Pupils embraced in these classes are ranked the same in my estimate as those who are punctual and regular in their attendance through the year. I would gladly present a different picture, but the facts will not possibly admit of it. The truth is demonstrable that not less than 3,000 children in our city are destitute of all proper instruction during the period which is to decide their future character and influence as citizens of a free Republic. This number is greater than the average attendance of the public schools during any month in the year!

The Superintendent of Public Schools in the City of Boston,* in a recent report, arrived at the very gratifying conclusion that "there are not more, on an average, than five hundred absentees from school who deserve to be blamed for non-attendance." If Chicago compares unfavorably in this respect with some of the older cities, the difference is not to be ascribed to any lack of interest in the cause of public instruction, or reluctance to provide facilities for the improvement of the schools. The causes of this difference are mostly those which are incident to the changing character and rapid increase of our population. It is true that the crowded condition of the public schools has had the effect to prevent a considerable number from entering them; but so rapid is the growth of the city that rooms which afford liberal accommodations for a school when a new house is put under contract become excessively crowded during the few months required for its erection. The distance of many families from any public school is another serious obstacle to the attendance of children, especially those living in remote parts of the city.

But, while we may find in our peculiar circumstances an explanation of the causes which have led to this deplorable condition of so large a number of children, it would be suicidal for us to close our eyes to the magnitude of the evil and the fearful relation it bears to the future character and destiny of our city.

If it be asked What can be done to reduce the number of absentees from the schools? the first and most natural step to be taken is to furnish the community with information in respect to the nature and extent of the evil that exists; and this is the main object which I have had in view in presenting the foregoing facts. If the citizens of Chicago could be brought fully to realize that these 3,000 children, grow-

* The President of the Board of Education in New-York, in his recent Inaugural Address, estimates the number of children in that city who are habitually absent from school at more than 20,000. In Cincinnati there are about 41,000 children of suitable age to attend school, of whom it is estimated that more than 8,000 are never found in the schools.

ing up in ignorance, and many of them in want and crime, are a dangerous element in our social compact, a thousand almost imperceptible influences would soon be brought to bear upon them, and more than a thousand children now found in the streets or in haunts of vice would soon be found in the public schools. The ingenuity of philanthropists would be tasked to devise means by which this poisonous stream might be purified before its deadly waters are mingled in the full, strong current of adult life.

By increasing the number of schools so as to furnish an adequate number of teachers and a proper amount of room, and thus render the schools more efficient and attractive, we shall do much to increase the number in attendance. But when all general measures have been tried as far as they can be brought to bear upon the case, it is to be feared that a large class of children will still be left to grow up in ignorance, unless some special means are adopted to bring them under the influence of school instruction.

In the State of Massachusetts a law was passed in 1850 by which every city and town 'is authorized and empowered to make all needful provisions and arrangements concerning habitual truants and children not attending school, without any regular and lawful occupation, growing up in ignorance, between the ages of six and fifteen years; and also all such ordinances and by-laws respecting such children as shall be deemed most conducive to their welfare and the good order of such city or town.' The Commissioner of Public Schools in Rhode Island has recently recommended to the General Assembly of that State the enactment of a similar law. In the City of Boston the influence of this act has been highly salutary. "The territorial limits of the city are divided into three districts, and a 'truant-officer', so called, is appointed for each district. He is required to spend his whole time during school hours in traversing streets, lanes, alleys and other places, in search of absentees from school."* By the efforts of these officers a large number of child-

*The following account of the labors performed by this class of officers is taken from the Fifth Annual Report of the Superintendent of Public Schools:

"There are several different classes of absentees. One class is composed of the children whose parents have recently moved into the city, and who, being more or less indifferent to the education of their children, have neglected to find places for them at school. Whenever the truant-officer finds any of these children idle in the streets of the district, he makes such inquiries of them as may be necessary to ascertain their condition. If he deems it expedient, he accompanies them to their places of residence, and by conversing with their parents in kind and respectful terms he generally succeeds in persuading them to send their children to school without any show of his authority, which should always be kept out of sight until other means have failed, and then be exercised as a last resort.

"Another class of absentees stay away from school for want of shoes or such clothes as will enable them to make a decent appearance among the pupils at school. By patient efforts on the part of the truant-officer, he can generally obtain from various sources such new or second-hand articles of wearing-apparel as will keep this class of pupils respectably clad, and thus enable them to continue in school.

"A third class of absentees is composed of children whose parents are so un-

ren are annually reclaimed from a life of idleness and of constant exposure to the allurements of vice, and brought under the healthful influence of the public schools.

The President of the Board of Education in New-York gives utterance to the following sentiments respecting this class of children :

"With such consideration as I have been able to give to the subject, I conceive that, of all the measures within the powers of this Board for the benefit of the city, the most effectual and the one least objectionable in its operation would be to district the city at first into about six or eight districts, and appoint a judicious, benevolent, kind person, male or female—not a mere hireling—for each district, to seek out such children as do not attend school, and, by kind and gentle means, and by conversation with parents, endeavor to induce those not acquainted with our tongue, or failing for other reasons, to send their children to the schools. It is believed that the good results of such a system of visiting would soon be apparent. In addition to this, measures should be taken to operate upon public opinion as to the importance of keeping children at school, and to invite, in impressing the public mind with this subject, the aid and coöperation of the press, and of judicial, executive and legislative authorities of the city."

fortunate, or idle, or vicious, as to require them to stay away from school for the purpose of gathering fragments of fuel and of food for the family at home. The officer can do much in his district to diminish the number of this class of absentees, but in cases of extreme poverty the absence can not be prevented, for 'necessity knows no law'.

"The fourth and last class embraces the idle and dissolute runaways from school, who not unfrequently absent themselves against the wishes and commands of their parents. Even such children the officer tries to win back to habits of attendance and good conduct, and is often successful. But when other means fail he complains of the offender, who is arraigned according to law, and if found guilty is sentenced to some reformatory institution for a period varying from one to two years, where he will be instructed in the common-school studies and also taught to labor at some trade. In some cases the child is sentenced to the State Reform School during his minority, not so much to punish him as to save him from apparent ruin, and to give him an opportunity of growing up under good influences, and of becoming a good member of society.

"During the year the three truant-officers have investigated about three thousand instances of absenteeism. It must not be inferred, however, from this statement, that three thousand different children have required attention from a truant-officer. Probably one thousand children, or even less, have occasioned this number of visits, as an officer has some times been obliged to call on the same individual six or eight, or even ten times during the year to keep him in school. About one-third of the one thousand absentees do not deserve to be blamed for not being in school, while the remainder are more or less censurable for their absence.

"The truant-officers have, in the course of the year, complained of one hundred and twelve children as idle and dissolute, and about one hundred of them have been committed to various reformatory institutions, where they will receive proper instruction and discipline, and enjoy the means of reformation."

THE TOWNSHIP SYSTEM.

From the Report of Hon. N. W. EDWARDS, late State Superintendent of Public Instruction.

I WOULD urge the adoption of what is called the Township System, which provides for the election of one board of education, to consist of trustees selected, as nearly as possible, from the various districts of each township, who shall have the control of all the schools in the township, for the following reasons :

1. The scholars can be better classified. By giving the entire control of all the schools in the township to one board of education, a much larger number of pupils of the same age can be sent to the same school, and, consequently, can be arranged in larger classes. As children of different ages require different modes of instruction, by a proper classification, the teachers could be selected with reference to their qualifications to teach the required branches and the children to be assigned to their school. If there is a proper classification, the teacher can not only instruct more scholars, but can also make that instruction more thorough. No more time will be required by the teacher in giving his oral instruction to a large than a small class. There will also generally be fewer classes, and, consequently, more time can be given to each class.

2. The schools can be kept open for a longer period of the year. Under the present system, in small districts, for a considerable portion of the year, when the older boys are required to labor on the farm, and in the shops, there are so few pupils remaining in the district that it will not justify the expense which must be incurred in keeping open the schools during the year; the consequence is that the small children, who could be educated not only at less cost, but at a time of the year when they are not required to aid their parents, are to be neglected and allowed to grow up in idleness and ignorance. Under the system which I propose, when the weather is more favorable, in the spring, summer and fall months, some of the school-houses could be closed and the children assigned to more central schools. One of the greatest advantages from the adoption of the free-school system is the provision that is made for the education of the smaller children. The amount of time thus saved, and this at a time when the value of their labor is not great, would more than pay for the cost of supporting free schools.

3. The schools can be graded. The board of education could allow the scholars from any part of the township to attend schools of a higher grade, which might be established at suitable points to enable the board so to classify the children of an entire township as to secure, as far as practicable, to all an equal opportunity of receiving an education in the higher departments. In small districts this can not be done—*First,*

because there would be too few pupils qualified to justify the expense of a high school; *Second*, there would be too few scholars to form classes.

4. A proper emulation can be encouraged among the schools. If the charge of all the schools were committed to a single board of education, schools of several grades would be established in the same or different buildings, and scholars of about the same age and qualifications would be assigned to schools of equal grade, from which pupils could only be transferred to schools of a higher grade by passing an examination in the requisite branches which they must understand to entitle them to admission in the higher schools. The effect of this would be to excite a laudable emulation in the teachers and scholars of all the schools in the townships. Each school would be interested in showing that as many qualified scholars could be transferred from their school as could be qualified from any other school in the township. In this way a proper influence would be exerted over all the schools and pupils in the township, and the board of education could in this way ascertain the reasons for some schools being better than others, and could apply the appropriate remedy to the inferior.

Such a system has been adopted in New York, where a single board of education has charge of the ward schools in the city, from which pupils of the age of fourteen, who are qualified, can have the privilege of receiving as thorough an education as is afforded at any college in the State, at the Free Academy of the City of New York, without any charge for tuition or books. It is easily ascertained which is the best ward school, by ascertaining the number of pupils that are transferred from each ward school to the academy; and such would be the case with our schools under a similar system.

5. In small districts there would not be pupils sufficient to justify the expense of a high school; the consequence would be that only a limited education could be given to the children of the district, but under the system proposed, the children who are advanced in age and qualifications could be transferred from all the primary schools in their districts, and received into one or more central schools of a higher grade in the township.

6. The expenses are much less, as, under the proposed system, the schools of the entire township could be so arranged, and the scholars so classified, as to have the small children in the primary schools taught by females, who have been found to be more competent to teach the primary schools, and whose services can be secured at much less expense than will be incurred in the employment of male teachers of equal qualifications. And, if necessary, the teachers in all the primary schools might be employed under the direction and supervision of a principal teacher in the high schools of the townships.

7. Libraries could be easier supplied, and at a much cheaper rate, with the additional advantage of having a greater variety and larger number of books.

8. There would be not only much less expense in supporting the schools, but there would be a great saving of expense in the erection of buildings, furniture, etc.

9. There would be greater inducements to build up institutions of the highest order in the townships, consolidated districts and county-seats, as there would be a stimulus sufficient to excite scholars in the primary schools to prepare and qualify themselves for promotion to schools of a higher grade, in which they may lay the foundation for an education that will qualify them for any profession or pursuit of life.

10. It would encourage and sustain our colleges and academies, by furnishing, not only a much larger number of students, but also pupils having higher educational qualifications; while, in consequence of the large number of pupils to be transferred from the townships, it would enable the higher institutions to reduce the price of tuition, and thereby furnish greater facilities to those aspiring to a collegiate education.

11. Under the system which I propose, the principal teacher of the high school may be made also the superintendent of all the schools in the township. He might be required, without taking too much of his time from the school under his immediate charge, to visit and examine the schools once in two or three weeks, and to require all the teachers of the primary schools to attend a normal school, under his direction, for one-half of every Saturday, and to deliver lectures on the best method of teaching, school government, etc., and to deliver lectures to the schools, to be assembled at the central high school. In these high schools there might also be provided all the necessary chemical and philosophical apparatus for the entire township. By consolidating the districts, there would be pupils, wealth and efficiency enough to have all the above advantages, and to sustain and establish schools of the highest grade. Such a system has been adopted by late acts of Pennsylvania, Connecticut, and Ohio, and has met with favor and received the sanction of nearly all the Departments of Public Instruction in other States. In the State of New York no district can be created with less than sixty pupils without the approbation of the Superintendent.

12. By having large districts, union schools might be established, and the resources of the district so augmented as to be sufficient for erecting and furnishing a building containing all the rooms necessary for the graduated schools. I have lately had an estimate made of the comparative expense of supporting two or four schools in the City of Springfield, and the result shows that, if the interest on the outlay for buildings, etc., is calculated, there would be a saving to the city of seven dollars per scholar per annum, provided two schools are established instead of four.

All of the late legislation of other States has been in favor of consolidation of districts.

I WOULD rather occupy the bleakest nook of the mountain that towers above us, with the wolf and the rattlesnake for my nearest neighbors, with a village-school well kept at the bottom of the hill, than dwell in a paradise of fertility, if I must bring up my children in a lazy, pampered, self-sufficient ignorance.

EDWARD EVERETT.

NORMAL UNIVERSITY BILL.

AN ACT for the establishment and maintenance of a Normal University.

Be it enacted by the people of the State of Illinois, represented in the General Assembly: SECTION 1. That C. B. DENIO, of Jo Daviess county, SIMEON WRIGHT, of Lee county, DANIEL WILKINS, McLean county, C. E. HOVEY, Peoria county, GEORGE B. REX, Pike county, SAMUEL W. MOULTON, Shelby county, JOHN GILLESPIE, Jasper county, GEORGE BUNSEN, St. Clair county, WESLEY SLOAN, Pope county, NINIAN W. EDWARDS, Sangamon county, JOHN EDEN, Moultrie county, FLAVEL MOSELY and WILLIAM H. WELLS, Cook county, ALBERT R. SHANNON, White county, and the Superintendent of Public Instruction, *ex officio*, with their associates, who shall be elected as herein provided, and their successors, are hereby created a body corporate and politic, to be styled 'THE BOARD OF EDUCATION OF THE STATE OF ILLINOIS', and by that name and style shall have perpetual succession, and have power to contract and be contracted with, to sue and be sued, to plead and be impleaded, to acquire, hold and convey real and personal property, to have and use a common seal, and to alter the same at pleasure; to make and establish by-laws and alter or repeal the same as they shall deem necessary for the government of the Normal University hereby authorized to be established, or any of its departments, officers, students or employees, not in conflict with the Constitution and laws of this State or of the United States; and to have and exercise all powers and be subject to all duties usual and incident to trustees of corporations.

§ 2. The Superintendent of Public Instruction, by virtue of his office, shall be a member and Secretary of said Board, and shall report to the Legislature at its regular sessions the condition and expenditures of said Normal University, and communicate such farther information as the said Board of Education or the Legislature may direct.

§ 3. No member of the Board of Education shall receive any compensation for attendance on the meetings of the Board, except his necessary traveling expenses, which shall be paid in the same manner as the instructors employed in the said Normal University shall be paid. At all the stated and other meetings of the Board called by the President or Secretary, or any five members of the Board, five members shall constitute a quorum: *provided*, all shall have been duly notified.

§ 4. The object of the said Normal University shall be to qualify teachers for the common schools of this State, by imparting instruction in the art of teaching, in all branches of study which pertain to a common-school education—in the elements of the natural sciences, including agricultural chemistry, animal and vegetable physiology—in the fundamental laws of the United States and of the State of Illinois, in regard to the rights and duties of citizens, and such other studies as the Board of Education may from time to time prescribe.

§ 5. The Board of Education shall hold its first meeting at the office of the Superintendent of Public Instruction, on the first Tuesday in May next, at which meeting they shall appoint an agent, fixing his compensation, who shall visit the cities, villages and other places in the State, which may be deemed eligible for the purpose, to receive donations and proposals for the establishment and maintenance of the Normal University. The Board shall have power, and it shall be their duty, to fix the permanent location of said Normal University at the place where the most favorable inducements are offered for

that purpose: *provided*, that such location shall not be difficult of access, or detrimental to the welfare and prosperity of said Normal University.

§ 6. The Board of Education shall appoint a Principal, lecturers on scientific subjects, instructors and instructresses, together with such other officers as shall be required in the said Normal University, fix their respective salaries and prescribe their several duties. They shall also have power to remove any of them for proper cause, after having given ten days' notice of any charge which may be duly presented, and reasonable opportunity of defense. They shall also prescribe the text-books, apparatus and furniture to be used in the University, and provide the same; and shall make all regulations necessary for its management. And the Board shall have power to recognize auxiliary institutions when deemed practical: *provided*, that such auxiliary institutions shall not receive any appropriation from the Seminary or University fund.

§ 7. Each county within the State shall be entitled to gratuitous instruction for one pupil in said Normal University, and each Representative district shall be entitled to gratuitous instruction for a number of pupils equal to the number of Representatives in said district, to be chosen in the following manner: The School Commissioner in each county shall receive and register the names of all applicants for admission to said Normal University, and shall present the same to the County Court; or, in counties acting under township organization, to the Board of Supervisors: which said County Court or Board of Supervisors, as the case may be, shall, together with the School Commissioner, examine all applicants so presented in such manner as the Board of Education may direct, and from the number of such as shall be found to possess the requisite qualifications, such pupils shall be selected by lot; and in Representative districts composed of more than one county the School Commissioner and County Judge, or the School Commissioner and Chairman of the Board of Supervisors in counties acting under township organization, as the case may be, of the several counties composing such representative districts, shall meet at the Clerk's office of the County Court of the oldest county, and from the applicants so presented to the County Court or Board of Supervisors of the several counties represented, and found to possess the requisite qualifications, shall select by lot the number of pupils to which said district is entitled. The Board of Education shall have discretionary power, if any candidate does not sign and file with the Secretary of the Board a declaration that he or she will teach in the public schools within the State in case that engagements can be secured by reasonable efforts, to require such candidate to provide for the payment of such fees for tuition as the Board may prescribe.

§ 8. The interest of the University and Seminary fund, or such part thereof as may be found necessary, shall be and is hereby appropriated for the maintenance of said Normal University, and shall be paid on the order of the Board of Education from the Treasury of the State; but in no case shall any part of the interest of said fund be applied to the purchase of sites or for buildings for said University.

§ 9. The Board shall have power to appropriate the one thousand dollars received from Messrs. MERRIAM, of Springfield, Massachusetts, by the late Superintendent, to the purchase of apparatus for the use of the Normal University when established; and hereafter, all gifts, grants and demises which may be made to the said Normal University shall be applied in accordance with the wishes of the donors of the same.

§ 10. The Board of Corporators herein named, and their successors, shall each of them hold their office for the term of six years: *provided*, that at the first meeting of the said Board the said corporators shall determine by lot, so that one-third shall hold their office for two years, one-third for four years, and one-third for six years. The Governor, by and with the advice and consent of the Senate, shall fill all vacancies which may at any time occur in said Board, by appointment of suitable persons to fill the same.

§ 11. At the first meeting of the Board, and at each biennial meeting there-

after, it shall be the duty of the said Board to elect one of their number President, who shall serve until the next biennial meeting of the Board and until his successor is elected.

§ 12. At each biennial meeting it shall be the duty of the Board to appoint a Treasurer, who shall not be a member of the Board, and who shall give bond with such security as the Board may direct, conditioned for the faithful discharge of the duties of his office.

§ 13. This act shall take effect on and after its passage, and be published and distributed as an appendix to the School Law.

Approved February 18, 1857.

EDITORS' TABLE.

THE following note from the Department of Public Instruction is just received. We regret that there should be any delay in the publication of the Amended School Law

SPRINGFIELD, ILLINOIS, March 3, 1857.

DEAR SIR: Inclosed please find a copy of the Normal University Bill for publication in the *Teacher*. In reply to numerous letters received from all portions of the State, asking when the Amended School Bill will be published, and urgently requesting me to forward at the earliest possible moment, I have to answer that a copy of that bill has been in the hands of the public printers for some days, but I am wholly unable to state when its publication may be expected.

The provisions of the new act are entirely unlike many of those in the old, and from that fact, as also from the fact that the new law went into effect on the sixteenth of last month, I have been exceedingly desirous of securing its publication and circulation at as early a day as possible. As soon as the law is received by this Department, it will be immediately forwarded to the county commissioners of the various counties for distribution.

Yours respectfully,

WM. H. POWELL, Sup. Pub. Instruction.

BEFORE us lies a 'Voice from Egypt', part of which is in order.

"Thinking that your readers might like to hear from the 'Land of Shadows', I take the liberty of telling them what is going on down here. We do n't wish to be behind the times on the subject of education. There are in our

county (Gallatin) almost as many schools in operation as there are districts, many of them conducted by able men, an honor to any community—yea, even to the boasted North. Still, we admit that our friends up there have, and probably will have for some time to come, greater facilities for educating than we. Do n't understand me that we are discouraged in a comparison with our proud neighbors; for, while steam does the work and lightning the talking for them, no Yankee has yet been able to apply these in the school-room. They won't work there; *ergo*, we do n't consider our case hopeless. 'They who aforetime dwelt in darkness and shadows have seen a great light.' "

The continuation, though *out of order*, we give for the purpose of saying that we think 'J. M.' mistakes the spirit and import of our correspondent's 'Notes by the Way'. He judged by what he saw and heard, and wrote hastily his first impressions.

"Now for a word with our friend D.W., who rendered us such signal service in the November number of the *Teacher*. Standing, like the Great Apostle of the Gentiles, in the midst of the hill of science, the 'Athens of Illinois', he lifts up his voice and cries aloud in our behalf, "One school commissioner wants seventy-five live teachers to supply his county, another fifty," and then adds, "*it is so all through the South.*" Truly, this is complimentary, 'lifting up our hands and raising the Macedonian cry'. Then follows this solemn appeal: "Teachers of the NORTH, shall this cry be in vain?" Again: "A few teachers, a few years ago, penetrated this region, and have accomplished a glorious work; but the bulk of the work is yet to be done" Now, Brother Pedagogues of Egypt, all at once, what do you think of the above picture? Is it not quite flattering? Shall we not unanimously invite our friend to continue drawing such pictures until every mother's son in all this land of 'Egypt' shall have as big a head as any North-man's, and our wives and daughters shall wear hooped skirts, which, like the Pyramids of Ancient Egypt, shall tell to all the world, and the rest of Suckerdome, that we are an intelligent people?

"Should any friendly teachers from the North feel disposed to come and help us, and we should find them worthy and need them, we will employ them; otherwise, we will try to make good citizens of them."

EDWIN FLAGG, Esquire, together with his associates, is at work in Old Wayne, as may be seen by reading what follows:

"Wayne County has just made a mighty effort, and, 'mid throes and convulsions, a Teachers' Institute has made its appearance. It is a mere skeleton of most abject infancy now, but, perhaps, by fostering and watchful attention, it *may* reach rugged manhood. And to you, sir, as a 'public parent of the cause', we would look, as did the Ancients to their patriarchs, for counsel and advice, and also (will you pardon our boldness?), for individual assistance from some of your numerous Board, in the form of speakers and instructors, at our adjourned meeting on the eighth day of April next.

"We issued a call, not only to the teachers, but also to the directors, and only an exceeding few could be induced to come. Those that did not come are the very ones that the society will most benefit—or, rather, the ones it ought

most to benefit. Now how are they to be reached? We had some little difficulty in organizing the Association on account of numbers; but, as there was a lively interest felt lest the second attempt should go down without success, the leading citizens stepped forward, and thirty affixed their names to a constitution and unanimously chose Dr. J. D. COPE, of the firm of COPE AND LOWREY, President; and, with the smiles of PROVIDENCE, we hope to *Cope* with the most successful of our cotemporaries.

“Much credit is due WM. M. HARMON, Esquire, of Mt. Carmel, who gave the Society an eloquent Address upon school interests in general; also our fellow citizen ROBERT BELL, Esquire, who generously assisted in procuring public speakers. As a slight expression of the result of the effort we have made, I send you the names of all the teachers that were present as subscribers to the *Illinois Teacher*.”

Nobly done!—every teacher a subscriber to the *Teacher*! We begin to fear that our Associate, Mr. POST, is about right when he tells us that we of the North must wake up, or be distanced by the South—yea, even a *drag* on her. We hope he won't secede, however, till he has given us a fair trial. We ask a little time.

PRINCETON UNION SCHOOL.—This school is under the direction of Dr. J. A. SEWELL, assisted by an able and efficient corps of teachers. The Doctor is not unmindful of the great first law of NATURE—*order*. All the departments of the school exhibited this characteristic. The pupils in their recitations showed that to repeat their lessons was not all, but that to understand was more. The number of pupils in attendance 320. The noble brick edifice in which the school is held speaks louder than words that the citizens of Princeton feel as they should upon the subject of education. This is the home of the aged and venerable Father CHURCH, who, though apparently upon the very verge of the grave, yet is full of zeal for the glorious cause; and may we not here breathe the prayer that, when he falls, his mantle may fall on some one who shall fill his place? Yes; though he leaves us, his works will follow him. May his remaining life be happy and prosperous, and his death as glorious and triumphant as he has lived.

D. W.

NORMAL UNIVERSITY.—A meeting of the Trustees of the Normal University is called, to be held at the office of the Superintendent of Public Instruction, Springfield, Thursday, the twenty-sixth of March.

ROCK RIVER SEMINARY, Mt. Morris, Ogle county, will grow familiar to the readers of the *Teacher*, the coming year, through our Associate Editor, W. S. POPE, who is the Professor of Mathematics and the German Language. Please make a note of this Institution.

HONORABLE HORACE MANN has accepted an invitation to lecture before the Teachers' Institute of Knox county, to be held in Abingdon some time this month—day not yet definitely fixed.

“WHO SHALL BE PRINCIPAL OF THE NORMAL UNIVERSITY?”—We can not answer this question, but we can say what ‘manner of man’ ought to be. He ought to be a resident of Illinois, acquainted with her people and her schools; he ought to be a thorough scholar, an accomplished teacher, of large experience, good common sense, gentlemanly bearing, great executive ability, a shrewd judge of human nature, a skillful disciplinarian, of tireless enthusiasm, great directness and oneness of purpose, and in him should be wrapped up a great, big soul.

MR. NOETLING, of Belleville, in a letter, states very clearly the value of our public schools and the necessity of placing in them competent teachers. We have room only for the paragraph relating to the *Teacher* :

“I frequently meet teachers who say they have no guidance—nothing in which they may find instruction. To them I say, subscribe for and read the *Illinois Teacher*. Furthermore, it is of vast importance to the cause of public education that this journal be sustained, and this can easily be done if each teacher will forward his dollar and receive his copy.”

Pretty good doctrine that, we think.

STOLEN THE MARCH OF US.—The State Teachers’ Association of Ohio, at their late meeting in Columbus, appointed a Committee to take measures for organizing a Western Common-School Association. The Committee, Messrs. YOUNG, RICKOFF and COWDERY, reported in favor of calling a convention, to meet in the City of Chicago on the ninth of August, 1857, for the purpose of forming such an Association. Good place, gentlemen; none better this side of—Vermont. Good idea, too, only it ought to have started in Illinois. We *second* the motion.

BURNHAM’S INSTITUTE.—It is a very agreeable task to call attention to an excellent institution, and such we are assured is BURNHAM’S Commercial and Mathematical Institute, at Rockford. If success be any criterion of merit, then this Institute is meritorious. Over one hundred and fifty students entered the school last term.

ROCKFORD FEMALE SEMINARY, under the Principalship of Miss ANNA P. SILL, is doing a good work. A large number of young ladies have already gone from that school into the public schools as teachers, and others are fitting for the same calling. Our thanks are due, we presume, to the Principal for the Catalogue before us.

THE Board of Education of the Teachers’ Association will hold an adjourned meeting in Quincy, Wednesday, the eighth of April.

THE Missouri Teachers' Association will hold its regular annual meeting in St. Louis on Wednesday, Thursday and Friday, the sixth, seventh and eighth days of May next. The hospitalities of the city are pledged to those in attendance. Return-tickets free. We mean to appear in said city, *in propria persona*, on the first of the above-mentioned days.

THE Legislature has repealed that clause in the School Law requiring the Superintendent of Public Instruction to recommend a series of text-books for the use of the common schools of the State, and the clause allowing County Commissioners two dollars per day for visiting schools.

WILL COUNTY TEACHERS' ASSOCIATION elected S. O. SIMONDS President, and A. F. BARBOUR Secretary, assisted by Miss S. M. JOHNSON. The ladies were appointed critics. We judge from the report that they must have had a fine time.

THE poetry in our last issue, by PHEBE CAREY, was selected, but by mistake it was not so stated. We shall be careful not to commit a like error in the future. *All UNCREDITED matter in our cotumns is written for the 'Teacher'.*

THE Convention of Teachers of Iowa will assemble in Dnbuque, April fifteenth.

ANOTHER NEW JOURNAL.—The Old Granite State does all things well. Her hills are rugged, rocky; her valleys vigorous, racy; her waters sparkling, bright; her children second only to Vermonters (?); and her venerable College a glory and an honor among men; but best of all is her recent efforts to build up and perfect a system of *free schools*. The mountaineers send out to all the world and the other planets a very neat, tasteful, literary, entertaining, useful and instructive monthly, which they have christened the *New Hampshire Journal of Education*. Far and wide let it travel. The second number only has reached us. Reverend W. L. GAGE, of Manchester, Editor.

OBITUARY.

WE take a painful pleasure in calling attention to the virtues of a departed teacher—painful, as death is painful; pleasurable, as good deeds and a lovely character are pleasurable. Miss A. CAROLINE SHOEMAKER, of Columbia, Monroe county, was a teacher of cultivated mind and literary tastes, had honored her calling for four years, and then, in the midst of her usefulness and her honors, was stricken down. Such is life.

ILLINOIS TEACHER.

VOL. III.

APRIL, 1857.

No. 4.

THE SCHOOL BILL.

Speech of Hon. S. W. MOULTON, of Shelby, delivered in the House of Representatives, Feb. 3, 1857.

MR. SPEAKER: As Chairman of the House Committee on Education, it perhaps becomes my duty to explain briefly some of the changes that have been made in the present school law by the joint committee of both Houses. In doing so I trust I shall occupy but a very small part of the time of this House. Our present system of schools is a question in which every man, woman and child in the State of Illinois has a deep and abiding interest, and I trust the bill under consideration will receive that calm deliberation that its great importance deserves; and indeed I know it will, as the people every where are looking to us for a more harmonious system than the law now existing. So far as I am apprised of the sentiment of this House, I believe there is hardly a dissenting voice in regard to the two-mill tax being continued. I believe I may say with truth that out of the one hundred members of this Legislature there are none but are in favor of taxation for the support of common schools; hence I shall adduce no facts to induce individuals to vote for this great principle which lies at the bottom of our present system. I shall confine my remarks principally to the changes from the old law. This bill is not perfect, but I will say as a whole it is believed to be harmonious; all the parts are connected with each other, and many of the objections that were properly urged against the old law are obviated by the present. It is true that in the short time the committee have had to examine the question it has been almost impossible to give it the complete examination the subject deserved and to remove every objection that existed to the old law. All I can say is, it is an approximation to the thing desired by the mass of the people; and as I proceed with this bill I desire to call the attention of the members to the principal points, and if there are errors in it I hope they will be amended.

Many of the provisions I am opposed to myself, but the committee were almost unanimous in favor of the general principles of this bill.

To begin, it was thought best to retain the office of State Superintendent. Let me call the attention of the House to the changes that have been made in regard to the important duties of the State Superintendent. It was made his duty under the old law to recommend the books to be used throughout the State. That was made an imperative duty. This power has been taken away from him by the present law. I believe there is no man in the State of Illinois who discharged the duties required of him by law more faithfully and with more integrity than did the Hon. NINIAN EDWARDS, late Superintendent of Public Instruction; he retires from his office with the prayers of the community. He has labored day and night with all his energy and much of his means for the promotion of the great objects for which he was appointed. As to the present Superintendent, he is an able, high-minded and honorable man, and I have not a word to say against his integrity and honesty. But I believe the great principles we have at stake will be promoted *by taking away the power to recommend books.*

It should not be his duty to recommend books at all, to any county in the State; and for this reason: that by giving a Superintendent that power he is constantly importuned by booksellers and book-speculators, and improper influences are used against him. They come and say to him, "Here, if you will recommend my readers, my grammar, my arithmetic, my geography, etc., you can have five hundred of them gratis." Without saying that that would influence any body, it is a temptation that ought to be removed from every officer. This was the opinion of the committee, and I believe this House will agree with it. Another change in regard to the Superintendent's duty I will briefly allude to. By the old law it was necessary for the Superintendent to visit every county in the State during his term. We have thought it better to dispense with that duty altogether. We think if the school system requires a head, he should remain at the seat of government, where he can attend to the duties of his office. If he has other duties to perform which cause him to travel all over the State, it gives him *no time to discharge* the important duties of his office. It is also attended with great expense and no corresponding advantages. The people are totally indifferent about the matter. We have the experience of our late Superintendent, who has visited every county in the State and addressed all he could by any means get together. Well, the meeting comes around, and who attends? Not the teachers; not they, sir. But a few individuals who can be drummed up about town. No school officers attend, and the meeting amounts to nothing. Hence your committee have thought proper to dispense with this duty, and thereby save some fifteen hundred to three thousand dollars used in traveling expenses. In addition to this it saves the expense of the Superintendent keeping a deputy. I have been informed that a Superintendent can perform all the duties that belong to that office without any clerk or deputy. These, sir, are the two important changes: first, striking out that clause making it the duty of the

Superintendent to recommend books; secondly, the traveling part of his duties.

Now, sir, in passing along without noticing every amendment that has been made, I will allude only to some few of the principal ones. I will speak of the general features of the bill.

In regard to the duties of school commissioners, they remain substantially the same as before. In regard to the duties of school trustees, they are changed in several respects.

First: Under the old system, the trustees of schools had exclusive power, without regard to the wishes of the people, and without regard to their desires, of levying taxes *ad libitum*, throughout the entire township. They could levy ten or fifteen thousand dollars, or any other sum, to keep up schools. We say that the trustees of schools *have no direct connection* with schools. Their duties do not directly bring them in connection with schools at all. Their duties are other than this. Their duties are connected with the school-lands, and the distribution of the school-funds; hence we think that this power to levy taxes for any purpose by the trustees should be entirely taken away; therefore, your committee have thought it proper to take away that power from trustees entirely, so that trustees hereafter shall not have power to levy a tax of a single dollar for any purpose whatever.

Now in regard to the changes as to the powers and duties of school directors; and here I may say, also, that very important changes have been made in this department. I call the attention of members to this in particular, for some odious features of the old law have been, as we believe, entirely removed.

By the old law, directors had power *ad libitum* to levy taxes to build school-houses, repair the same, and to locate school-house sites.

The directors were often without property, without capacity; they possessed the power to levy taxes to the extent of ten, fifteen or twenty thousand dollars without any sort of restraint, and *this, too, without any regard to the wishes of the people.*

I may mention a fact: a board of school directors in a neighboring county to mine, Christian County—my friend of Christian can state the same—*levied fifteen dollars on the hundred* to build a school-house. The change we propose takes away this general power from directors. We propose that where a school-house is intended to be built, or where a site is to be fixed, or tax levied, it can only be done by the people meeting in their primary capacity, when due notice has been given, either by the directors or ten voters of the district. There they can decide upon what rate per cent. they are willing to be taxed. It is left to the people who live in the district.

The directors have the management, and they should have the entire and exclusive management, of all that pertains to the district schools. This properly belongs to them, and by the proposed law has been given to them. I will state in this connection that it has been made the duty of the directors to provide for a school in each school-district at least six months in each year, and the whole property of the

district is made liable for any balance that may be necessary for that purpose over and above the proceeds of the two-mill tax and township-fund; and to that extent the property of the district is made liable without a vote of the people.

It is provided by this bill that if people wish to have school longer than six months in the year then they vote for it. Thus it is a matter exclusively with the people. But it is properly enjoined upon the directors that every child shall have the opportunity of attending school at least six months in the year. This opportunity should be enjoyed by every child in the land as an absolute right; hence the people will see that the directors discharge their duty; they have a direct interest in keeping up a school six months in the year. A child is as much entitled to an education as he is entitled to food or to breathe the air. We think these are principles upon which there can be no dispute.

This ought not to be left to accident or the caprice of parents; hence the wise provision of our law that a school should be kept at least six months in the year.

We see then that sufficient safe-guards are placed around the people in regard to taxation without their consent, and that the very objectionable feature of the old law in this regard has been entirely removed. Now the people can not be taxed within the township or district without their own vote.

Your committee propose another change from the old law. It is this: the directors may have a part of the funds retained by the trustees for the purpose of summer schools, so that the smaller children may have the benefit of the school-fund. This is thought to be an improvement upon the old law, and a desirable provision.

Before leaving this part of the subject, let me call your attention to another change in this connection, as to the qualification of school-teachers. By the old law teachers are required to be qualified to teach seven branches. Great difficulties have arisen under this provision of the law, from the fact that teachers with the requisite qualifications could not be obtained to supply all the schools. School directors have the control of schools, and are supposed to know the wants of their particular districts, and what qualifications are required. Now, is it better to go without any school than to employ a teacher with less qualifications than the legal standard? Your committee think that this matter properly belongs to the school directors, and that they are to judge of the wants of their districts and the qualifications of the teachers they employ. It is left to them to specify what branches they wish taught, and if the school commissioner finds the applicant qualified to teach those, he gives him a certificate which is good in the district. This leaves every thing pertaining to schools in the hands of parents and directors of the particular locality. This I believe to be an improvement on the old law.

Now, sir, I believe I have alluded to the general provisions and changes that have been made in the old law. Other parts of the old law have been modified and changed, so as to make the system harmonious; many of the old sections have been transposed; many of

them have been re-written and modified; and the system, as it now stands, is a harmonious whole, with the exception of a few inaccuracies, which can be amended.

The great question in regard to the distribution of the two-mill tax still remains to be considered, and upon that I desire to submit my views. I presume that upon this question the principal opposition to the bill will arise. Indeed, I have heard of no other serious objections in this House. Let us examine this point carefully, as the people feel a direct interest in the whole question.

The friends of this bill assume, as the true principle that should govern in the distribution, that two-thirds be distributed upon population equally all over the State, and one-third upon territory. Those who oppose this distribution adopt the amendment proposed by the late Superintendent, viz: That the amount of the two-mill tax collected in each county should be repaid to the several counties without regard to population or other circumstances. This is the statement of the question.

Mr. Speaker, I presume that but little difference of opinion exists as to the true object of the two-mill tax—that of providing means for the education of *all* the children in the State, and that each child is of right entitled to an *equal* share of the money for educational purposes, without regard to condition or locality, or from what particular part of the State it was collected. This principle has its foundation in the fact that every child has an *absolute right* to an education at the hands of some body, to an extent that shall properly qualify him to discharge his duties as a citizen, as much as he has a right to distend his lungs with air when he enters the world, to food, to clothing and protection; and that to permit children to grow up without an education is as unjust and cruel to them as to deprive them of food and raiment.

I hold, Mr. Speaker, that the State has a direct interest in the education of every child in the State, and is in duty bound to provide means for the education of all the children of our State. Experience shows that when education is left to the voluntary actions of parents and others, it is greatly neglected, and amounts almost to a failure. Children come into the world in a helpless condition, and remain so for years. They can not educate themselves any more than they can provide for themselves food and raiment. Hence the duty and necessity of government providing, by general laws, ample means for the education of the children, who may be regarded as the wards of the State.

This can only be done by taxation; and that all taxes must be uniform and equal upon all the property in the State is equally clear; and that property is the true foundation for the education of the children of the State none will deny. The proposition that I make, then, is, that the two-mill tax for educational purposes should be collected equally from all the property of the State, and should then be distributed in such manner as to best accomplish the object intended. I hold that, as this tax is collected by the same persons and in the same manner as all other State taxes are, it should be disbursed upon the same principle, without regard to where, from what person, or from what county or lo-

cality collected; and that any other principle of disbursement operates unequally and unjustly.

The tax being collected from all the property of the State, and the object being the education of the children of the State, it seems to me that it follows as an irresistible conclusion that each child is entitled to an equal *pro rata* share of all the money collected; that if the aggregate amount collected is equal to five dollars for each child, then that is the amount that each child is entitled to, without regard to any other circumstance, and especially whether one county pays more or less than another. Keeping in view that the property of the State is to educate the children of the State, the proposition that each county should receive back the same amount that she pays, without regard to other circumstances, is preposterous, and subverts the true principle of equality and justice, as a few examples will fully show.

We may assume that it costs the same to educate in each county alike; but we all know that there is very great inequality in the different counties between the value of property and population. Some of the wealthy counties, as Cook, Sangamon, etc., have a much larger amount of property, in proportion to population, than Shelby, Union, Saline, and some other counties. Now, if the amount collected in each county is to be repaid, then the children in Cook and Sangamon counties might receive twenty or twenty-five dollars apiece for educational purposes, while the children of Shelby and Union might not receive more than two or five dollars. Yet the children of the latter counties, on the principle of right and justice, ought to be entitled to the same *pro rata* share of the moneys collected as the children of the former counties. The rights and wants of all are equal. All the property must be taxed to educate the children of the State.

Again: if the principle holds good as to counties, that they ought to receive the same as they pay, then why not extend it, and apply the principle to townships, and to individuals? You can say, with the same reason, that each township and individual should be repaid the amount collected, as to contend for it as to counties.

Now suppose that A pays one hundred dollars school-tax, B ten dollars. A has two children, and B two. Now if these two persons are to receive back the same amount they paid, then A's children will be entitled to fifty dollars apiece for school purposes, and B's five dollars; yet it costs the same to educate A's as B's. Now, if property is to educate the children of the State, then the distribution should be founded upon the wants of the children, otherwise great injustice is done. The same conclusions hold good when applied to counties or to individuals. To adopt the principle contended for amounts to an abandonment of the whole principle of taxation.

If property is the true basis of taxation, then each county should pay in proportion to its property, and the county that has less property, in proportion to population, than another county, is entitled to receive in proportion to population and not property, that being the only true basis of disbursement. Counties stand in the relation to each other in regard to property that individuals do—some are rich and some are poor.

If property is to educate the children of the State, then the rich counties ought to pay more than the poor counties because they have more to pay with, just as the rich man pays more than the poor man. The rich county has no more right to say that her money educated the children of the poor county than the rich man has a right to say that his money educated the children of the poor man. We hold that no county or individual has an absolute and unlimited control over the property that may be possessed; property may be regarded as held in trust for certain purposes. There is such a thing as relative rights and obligations in all civilized communities; laws are made for the enforcement and observance of these rights and obligations. The right of every child in the land to be educated is one of these, and of primary importance, upon which our government stands. This great principle, I trust, will never be subverted and lost sight of by the adoption of the principle that particular localities should receive back just what they pay, which amounts to no taxation at all.

The principle contended for in regard to counties has never been adopted any where except in one State—Vermont, some years ago. Vermont established a system of free schools based upon taxation. In the disbursement of the tax, each county was paid back the amount collected, as is proposed to be done here. Each county received just what it paid, without regard to population. Well, what was the result of that experiment. Just what might have been expected. The whole thing broke down. It was a delusion. It failed to accomplish the object intended. It was a departure from the true principle of taxation and distribution. The people became disgusted with it, and it was abandoned. And we have every reason to believe that such would be the result here if this system were adopted. If taxes are to be submitted to at all, it should be upon true and correct principles.

A reason has been given why we should adopt the county system, namely, that there is great inequality in the assessment of property in different counties. That is probably true. Now the same inequality of assessment applies to the whole State revenue that does to the two-mill tax. The entire State revenue is collected and assessed at the same time, in the same manner, and by the same persons, all over the entire State. So that the same objection applies to the entire State revenue, and not to the two-mill tax alone, as is attempted to be proved. If any method or law can be devised so as to remedy this inequality in the assessment of property, I for one shall be glad to adopt it. But because one evil exists it is a very poor antidote to attempt to remedy it by the introduction of a greater one. In a great State like ours it is impossible that inequality in assessment of property should not exist. A practical system of equalization has ever been regarded as a great desideratum in political economy. But as yet, as far as I am informed, no plan has been found in practice to equal the expectation of this wish. When that plan shall be discovered, I shall be found in favor of its adoption.

This bill proposes to distribute two-thirds of the tax upon population and one-third upon territory. This manner of distribution will be found to be correct in principle, if we keep in mind that the distribution

should be made in such a manner as best to accomplish the object of the law, viz: that of the education of all the children of the State *alike*, and doing the greatest good to the greatest number.

The reason, then, why one-third should be distributed upon territory is this—that in the sparsely-populated parts of the territory small schools only can be made up, and it costs about the same to teach a school of twenty-five scholars that it would to teach fifty in a denser population; hence injustice would be done if the disbursement was made entirely upon population, because the cost of schools in thinly-settled districts is greater in proportion to number than in the more populous districts. There are also other reasons, which I will not now stop to enumerate. Several of the States distribute a part of the school-fund upon the same principle. New York the past year distributed one million two hundred thousand dollars upon territory.

Mr. Speaker, I desire only to say a word or two as to the result of the free-school experiment in this State. Two years since the system was adopted, and it went into operation under not very favorable auspices. It was rather a novel thing to many of our citizens, many of them being greatly prejudiced against it; and besides, there were many defects and objectionable things in the old law. But, notwithstanding them any disadvantages of the old law, the expectation of its friends has been more than realized. The people have been aroused from the apathy that enthralled them; they have been brought into direct contact with the system, good or bad—for when people are taxed for a thing they become interested in it, the defects are pointed out and remedies suggested.

The result seems to be that the great mass of the people every where are in favor of the continuance of the two-mill tax, and differ only about the details of the law. It is a remarkable fact, worthy of all remembrance, that no State or people who have once adopted a free-school system ever abandoned it. It addresses itself to the wants and to the hearts of the people. In our State for the past two years the school-returns show an increase in the school-attendance and number of scholars of over one hundred per cent.—this result is certainly very gratifying. I may also mention that within the same time more than sixty large and commodious union school-houses have been erected, and the great work seems to be moving steadily on.

It is hoped that under the proposed law more general satisfaction and happier results will follow.

INGRATITUDE.—The barren sands are refreshed with dew and by the rains of heaven; but the sun, when he darts his rays upon them, calls forth no vegetation; nothing can ever fertilize the barrenness of their nature. The ungrateful heart is like the sand of the desert. The favors of heaven are showered upon it without making any impression which may show them to have been vouchsafed.

Arabian Nights.

THE REFORM MEETING.

BY A. WILDER.

CHARACTERS OF THE FARCE.

MR. JONES, a *Citizen*.MR. APHRODIT, a *Free-lover*.MR. BLANC, a *Socialist*.MR. SMITH, a *Tee-totaler*.MR. GRACCHUS, an *Agrarian*.MR. HAYES, a '*Conservative*'.PATRICK MCCARTHY, a merry *Irishman*.MR. JOCUND, a *Citizen*.

MR. KNOWLES, "

MR. CLARKSON, an *Abolitionist*.MRS. LIBERAL, a *Reformer*.MRS. WEIRD, a *Spiritualist*.MISS EARLL, a *Women's Rights Reformer*.

SCENE—A *Public Hall*. A large body of people are seated on both sides of the stage, among whom are the characters above named. Two chairs and a table are standing at the front, with paper, pens, etc. [Each speaker should rise to address the President.]

Smith.—The hour has arrived for the organization of this meeting; and, as one of the signers of the call, I nominate Mr. BLANC to serve as our presiding officer.

Jones.—I second the nomination.

Smith.—All in favor of the motion that Mr. BLANC shall act as moderator, will please signify the same by saying 'Aye'.

Voices.—Aye, aye.

Smith.—Those opposed will please say 'No'. [No answer.] Mr. BLANC will please take the chair. [Mr. BLANC comes forward to the chair, seats himself a moment, and then rises to speak.]

Blanc.—Ladies and gentlemen, I am sincerely grateful to you for this expression of your honorable regard. I must, however, beg to be excused from acting as your moderator, being desirous to participate in the discussion. We will proceed to complete the organization of the meeting. Will some one please to nominate a secretary?

Hayes.—I nominate Mr. KNOWLES.

Blanc.—It is moved and seconded that Mr. KNOWLES act as your secretary. You have heard the motion; all in favor of the same will say 'Aye'. [General response.] Those opposed say 'No'. [No answer.] It is a vote. [Mr. BLANC extends his hand toward the chair at his left, by the end of the table.] Mr. KNOWLES will please take his seat at the desk. Will you now please to select another moderator?

Hayes.—I nominate Mr. JONES. [Several voices say 'I second it.']

Miss Earll.—Mr. President, this meeting has been called with an invitation for *all* to participate, and I think it highly proper, therefore, that women should appear in its organization. I move that Mrs. LIBERAL be chosen to preside.

Jocund.—By all means; I second the nomination with both hands.

Blanc.—We will now put the question. Two candidates have been nominated. All in favor of Mr. JONES will now rise. [*Several rise.*] The secretary will count. Now please be seated. Those in favor of Mrs. LIBERAL will now rise. [*A larger number rise, Mr. JONES among them.*] Now be seated. [*The Secretary in a low tone tells Mr. B. the number.*] You have made choice of Mrs. LIBERAL. [*A buzz of dissatisfaction; some of the men put on their hats.*] Mrs. LIBERAL will now take the chair.

Mrs. Liberal.—As regards the questions of right, propriety, and principle, I am perfectly assured that I may consistently act as the presiding officer of this meeting. The vote just taken is, therefore, what myself and friends have desired. But other circumstances induce me to decline the honor conferred upon me; and I would accordingly propose that Mr. JONES be our moderator.

Jones.—No! no! It was a fair choice, and let us stand to it.

Voices.—Let Mr. JONES preside; I nominate Mr. JONES! I second Mr. JONES! Let Mrs. LIBERAL take the chair! JONES! JONES! JONES! Mrs. LIBERAL!

Blanc.—Ladies and gentlemen, you hear the motion. All in favor of Mr. JONES for moderator, please to say 'Aye'. [*General response 'Aye.'*] Contrary, 'No'. [*A few Nocs.*] It is a vote; Mr. JONES will act as your chairman. [*Mr. BLANC retires to a chair, and Mr. JONES takes the chair.*]

Jones.—Ladies and gentlemen, accept my thanks for this courtesy. I trust that your confidence will not be wholly unwarranted, and do promise, with your aid and kind consideration, to endeavor to discharge impartially the duties which your election has imposed upon me. This meeting has assembled for a discussion of 'The Evils of Modern Society, and their Appropriate Remedy.' The subject covers a broad ground, and invites a debate which may often seem desultory. It is very probable that there exist wide and even radical differences of opinion; while, therefore, every speaker should express his sentiments freely and unequivocally, he should respect the views of others, and listen to them patiently and courteously, awarding the deference which he claims. Each person's remarks should be as brief as possible, consistent with justice to himself, so as to afford all an opportunity to speak. Your president, while waiving as far as practicable a rigid adherence to arbitrary parliamentary usages, will labor as in duty bound to secure an equal hearing for all; and accordingly invites a free expression of opinion from all persons present. The question is now open for discussion. [*Mr. CLARKSON rises.*] Mr. CLARKSON has the floor.

Clarkson.—Mr. President: It appears to me self-evident that there can be no happy state of society, that no genuine morality can exist, where all are not equal before the law. Neither the master nor the servant can occupy the sphere designed for him by God and his own nature. One is a despot, the other a thing. The harmony which ought to exist in society is thus broken up. Robbery, violence and cruelty succeed, and misery is the consequence. Such is the present state of our country; and the only remedy is 'to let the oppressed go free

and break every yoke.' 'Proclaim liberty through the land, to all the inhabitants thereof', and soon industry will become universal, and peace, comfort, wealth and happiness will be diffused over our common country.

[*Mr. GRACCHUS and Miss EARLL arise at the same instant.*]

Jones.—Mr. GRACCHUS has the floor.

Grac.—I yield it in courtesy to the lady. [*Sitting down.*]

Miss Earll.—I can not accept 'courtesies to ladies' as such, and, as the floor has not been awarded to me, shall submit to the decision of the President.

Grac.—Mr. President: There are worse evils than the mere deprivation of personal liberty. When a freeman has no claim to a rood of soil, on which to erect a home, and by its cultivation to provide for his wants, his liberty may be an absolute curse. The slave sustains to his master a species of filial relationship, and is guarantied a home, protection, food, and clothing. The yoke of poverty, Mr. President, is the real yoke which should be broken; and the true liberty to be proclaimed to all the inhabitants of the land is freedom of the soil. Make land free as the air which we breathe and the sunlight in which we bask; demolish land monopoly; forbid land-speculation; grant each adult a homestead which shall be inviolable; and the desert will rejoice, the wilderness blossom like the rose. [*Mr. HAYES rises, bowing to the Moderator.*]

Jones.—Mr. HAYES.

Hayes.—Mr. President: Industry is the sure cure for the evils of the present day. They who labor are always contented; only the drones and idlers find evil in our present social system. If you make the slave, all degraded and servile as he is, the freeman's equal before the law, you will degrade freemen into slaves, and make the slaves their tyrants; you will palsy enterprise and overthrow industry and happiness. Suppose that the ownership of land was restricted; the shiftless and idle made equal to the wise and provident; the desert would indeed become a garden, a paradise of fools, and you, without temptation to seduce you, could steal and eat forbidden fruit.

Smith.—Mr. President: How can a man be free who is a slave to wicked habits? A reform, to be complete, should break this bondage. I insist that the use of intoxicating drink is wicked, ruining the health and character, and wasting the property.

Joc.—Mr. President: Permit me to support what the gentleman has just said. I am an advocate of tee-totalism. It saves expense; for nobody expects a temperance man to stand the 'drinks'. It makes rather dry times though, when one can not get a chance behind the door.

Pat.—I' faith, and that is just my situation. I can get on *ilegantly* without the same drink, as long as the gentleman himself, and not draw a cork before company, if there is only an occasional sup to be had every hour or oftener in some quiet little closet. Long life to the Maine Law!

Whenever they pass that, sure every body is sick or afraid of getting sick, and so every good *timperance* man stores his cellar with *poteen* to

be used every time he feels a crawling at his stomach. Mr. *President*, I have a brief word of an hour long for that *gentleman* who spoke about the *rimedies*. He was right to the mark about the blessings of industry, though sorry a day's work did he *iver* do in his life. Why do n't he take his own medicine? If industry is good for *nagers*, bog-trotters, and all *ither* poor *divils*, sure it would not be bad medicine for *min* who own the money that the *ithers* earn.

Jones.—The gentleman is out of order.

Pat.—And sure I think he is myself. He's after grabbing all the profits that poor lads like myself earn, and sure ——

Jones.—I mean you, Mr. McCARTHY; you are out of order.

Pat.—Sorry a word will I say that is not to the order. But then, *gentlemen* should not be so 'ager to lay down the law for us poor souls, when a lift of their own *shoulders* would be after lightening the *load*.

Jones.—When gentlemen are called to order, they take their seat.

Pat.—*Gentlemen* be hanged! I'm none. Are n't this a *fra* country?

Jone.—Surely, my friend. But we have in our public meetings certain parliamentary regulations.

Pat.—Bad luck to the parliaments ever since the Union.

Jones.—We have certain rules of courtesy.

Pat.—And PAT McCARTHY is not behind the best gentleman here in that *matther* of *courtesy*. His *ould* mistress was *after taching* him that.

Jones.—Miss EARLL is desirous to speak.

Pat.—And so she shall, and I'll be *after* knocking over the *spalpeen* that tries to interrupt the *coleen dhas*. But sure I *niver* heard of women-speakers in *ould* Ireland. It's *fra* America where the *coleens* preach, talk politics, wear bloomers, and bear a hand in a row. I wonder what the dear creature will be after saying.

Jones.—Mr. McCARTHY ——

Pat.—Mister McCARTHY go to blazes. [*Miss E. rises.*] What! is that the *crather*? The *famale* orator that is to *regenerate* this American community? I never saw the like.

Miss E.—I appeal to the courtesy of the person speaking, and to the protection of the chair.

Pat.—And sure, madam, ye are wrong altogether. I have the manners, all of them, and *thin* the protection *too*. I am the boy for that. Point them out, and I am foremost. I *niver* look for friend or foe in a row, but where I see a head, I am sure to hit it. That is the fun!

Jones.—Mr. McCARTHY, you must keep silence while the lady speaks.

Pat.—Sorry another word will I say; but if the *coleen* wants a lad ——

Miss E.—Mr. President: By the permission of our friend here, I will speak. [*PATRICK bows and wriggles, and finally sits down.*] The great evil which underlies the mischiefs existing in society is the unnatural and unjust subjection of woman to the masculine sex.

Pat.—Sure Biddy O'Flanagan *niver* was subject to Teddy, the *ould* man.

Miss E.—The first speaker declares that the greatest evil is the en-

slavement of one man by another. Sir, woman is such an article of property. As a daughter she is in the hand of her father. When she is married——

Pat.—Och! hear the *coleen* now!

Jones.—Mr. McCARTHY, do keep silence while the lady is speaking.

Miss E.—When she is married she assumes a relationship still more odious, more irrational, more slavish, more unnatural.

Pat.—By the powers! I thought it was after being mighty natural for the maids to marry. Sure it can not be so very odious, or the dear creatures would not be so *ager* to do the self-same thing.

Mr. Jones.—Mr. McCARTHY, please to keep silence

Pat.—But, sure, is a wife the slave of her husband when she is after larruping him soundly when he has taken a sup too much, to say nothing of the blazing of a *scauldin* she keeps up all the day long? But sure and I'll never say another word, but let the *coleen* do all the talking; it's her nature.

Miss E.—The married woman is not known in law as a being capable of legal or public trust. She has not control of her person or property. Her husband owns her earnings, as the slaveholder does those of his servants. If a woman attempts to learn or pursue a business which is lucrative, any thing but washing, sewing, nursing or teaching, all at beggarly prices for the work, at once she is denounced as being out of her sphere. The press and the pulpit vie with each other in abusing her. If she attempts to inform the public of her thoughts, her ambitions, or her wrongs, she is denied a hearing, and often grossly insulted. I would ask my friend Mr. CLARKSON how emancipation can be brought about, except by conceding personal, property and suffrage rights to those whom lovesick dreamers seek to flatter by the maudlin epithet of the 'better half' of humanity? Ah, tell us, Mr. GRACCHUS, what is land monopoly, if it is not the conferring upon husbands the ownership of the soil, leaving wives only the right of being maintained—a right belonging to children, idiots, and slaves? Here exists radical evil for you to correct. Give woman the ownership of herself, and make her the free associate, not the bond-slave, of her husband. Let her have the same control over her earnings when a wife which she would have as a maiden. Let nothing which she does be awarded an inferior price because it was done by a woman. Let her freely, and without forfeiture of respectability or social position, employ herself in any and every avocation for which she has taste and capacity. And, to secure all these rights, let her have political power. Let her vote and hold civil office; let her have a voice in making the laws which she is required to obey. Let her never be required to pay taxes imposed by a legislature in which she is not represented. If the protection she receives is to be considered her equivalent, certainly, on the same principle, our fathers should have accepted British protection, and never taken up arms. Tyrants always give their slaves protection as an equivalent for liberty. I would away with all such doctrines. Give us political power; let us vote and be voted for.

Hayes.—Mr. President: I wish to offer the following resolution:

Resolved, That a revolution of society is the sole remedy for its evils, and that land-ownership, slavery, the subordination of families, of wives to their husbands, of children to their parents, of people to their magistrates, of the poor to the wealthy, of the ignorant to the intellectual, of the vicious to the virtuous, of the minority to the majority, being only tyranny, should be abolished, and that henceforth we shall assert the equality of all mankind and all womankind in regard to rank, condition, wealth, and intellectual capacity.

If, sir, these changes just advocated should be introduced, where would be our social order. Who would take care of the families at home when the mothers are abroad? A fine time we would have, with one daughter making stump-speeches, another pleading a lawsuit, and the wife presiding over a council of physicians.

Mrs. Lib.—Who now takes care of the children when the mothers spend their summers at Saratoga, Newport, and other places of resort, and when they are abroad evenings at places of fashionable dissipation? Certainly, our homes will be as happy where daughters, as well as sons, are allowed to follow the incentives of honorable ambition; and happy homes are more needed than any other agency to reform our society and nation.

Blanc.—Mr. President, I move that the resolution just offered be laid upon the table. The mover, in his zeal to make game of the speakers, has trenched upon their right to be impartially heard.

Pat.—And I am after seconding the motion. How can it be properly received and debated upon if it is not laid upon the table? But, your Honor, and did not that *coleen* talk like a lawyer? She is a boy in right earnest. She would have the sweet creatures at the voting, at democratic meetings talking in favor of BUCHANAN, that never knew sorry a lady in all his life. Faith! would I not go with them o' nights and see them safe home from caucuses? And if they should run for Governors and Congressmen, would n't I get up rows for them? By the powers! if Kathleen O'Brien, Mary McDermott, or Susie Connolly should be made policemen, I would just get myself locked up by them in the watch-house every night. I'd be ashamed to keep the peace at all, at all.

Jones.—It is moved and seconded that the resolution shall lie upon the table. You have heard the motion. All in favor of the same will vote 'Aye'.

Voices.—Aye; aye.

Jones.—Those opposed will say 'No'. [*No answer.*] It is carried. The resolution will lie upon the table. Mr. BLANC has the floor.

Blanc.—The speakers who have preceeded me, Mr. President, have ably depicted the evils which afflict society; but their remedies are inadequate. We want a thorough reconstruction of the whole system. At present, every man's interest is at war with that of his fellow; one man lives and profits by the misfortunes of his neighbor. The precepts of JESUS CHRIST can not be obeyed, therefore, so long as the present organization of society exists. Our government is but a compact where each seeks to be indulged in his own caprices, and at the same time

shielded from his neighbor's encroachments. Abolish such a compact, and unite mankind in one common interest. Make property a joint ownership, with rewards to skill and industry, and then the exertions of each individual will both improve his own condition and at the same time advance the general welfare. Antagonism of interests will be removed; labor will be rendered more effective; famine will no more scourge the earth, nor want shut a man's heart and steel his feelings against his brother; but the providence of God, seconded by the exertions of men, will diffuse blessings alike to all, and love and happiness will become universal. By association into phalansteries, groups, and communities, the odious individualities which now deform the earth with their buccaneer warfare will be superseded by the higher social law, which is destined speedily to regenerate the earth and furnish a panacea for the evils of society.

Joc.—The theory of the gentleman is very agreeable, and may be realized, if people too good to be selfish, too wise to differ, too peaceable to exercise a mind of their own, will associate together in the harmonial life. But our friend has forgotten that in his world full of Edens there are serpents to enter.

Aph.—You should lay the ax at the root of the tree. You agree that slavery, bondage to the arbitrary institutions of society, is the paramount evil to be remedied; and so, quacks that you are, prescribe negro-emancipation, free farms, admission of women to civil office, phalansteries, and the like. The mischief is more deeply seated. You are slaves indeed, slaves to each other; and not a man or woman is free. The institutions you live under are your tyrants. Marriage is the slave-code that tortures you all. The affections planted in your nature demand activity, which connubial slavery prohibits. Hence in the family is discord—children are vindictive, husband and wife bitter with instinctive aversion and hate. The living are bound to the dead, the amiable to the unlovely, making existence intolerable. Abolish this life-long bondage, break the yoke of this worst of slavery, and let harmonial affinities control all your social life; then, and only then, will homes become happy and society the minister of benefit.

Pat. [*sitting and talking to himself*]—By the powers! if this do n't beat Banagher! The *devil's* in that man, at any rate. [*Mrs. WEIRD rises.*] But I must be silent while that *ould* lady lets on. She has mighty queer eyes.

Mrs. Weird.—Mr. President, while we direct our attention to the external world we shall be liable to all manner of delusions. But now is extended to us a hope which reaches within the veil. The wall of partition between the natural and spiritual spheres of existence has been broken down, and now we can hold converse with those who have put off these mortal habiliments. Put away these vanities of time, and live in harmony with the aspirations for the beautiful; abandon your search for material benefits, and hold communion with those in the higher spheres; then will you read the future as a page now present before you, and so your powers will become like those of angels. [*Mrs. W. begins to roll her eyes and discovers symptoms of trance. Rapping begins.*]

Pat. [*jostling in his seat*]—St. PATRICK and all the saints protect us! *Howly* MARY, *mither* of GOD, deliver us! pray for us! [*Rapping continues.*] The mischief's to pay, *intirely*.

Mrs. W. [*speaking like a medium*]—Rouse ye, sons of Earth! to arms against error, delusion, superstition; deliver your souls from bondage. Spirits from the second sphere address you. [*Rap, rap, rap.*]

Pat. [*starting across the stage*]—Holy Virgin, spare me now; keep away the lost spirits, and save poor PATRICK MCCARTHY from the wiles of SATAN, and he never will attend another heretic meeting again. If he ever lives to die, he'll bury his body in consecrated ground, where no demons will disturb him, and he will sprinkle the grave over with *howly* water.

Jones.—Mr. MCCARTHY, please to be seated; you disturb the meeting. Be seated; you are safe enough.

Pat.—But, if the *ould* dame raises spirits now, the *divil* will be after coming next. [*sits down.*]

Mrs. W.—They call you to purity, to combat evil and follow beauty. Rouse ye! earth-born, and assert your rights. I am HENRY VIII.

Pat.—Och, that *baste* of a king! He can not lie still in his grave, for abusin' the Pope, betraying his queen, and rebelling against the Church. Be quiet, ye abominable tyrant, and don't be disturbing peaceable men and belaboring *dacent ould* women.

Jones.—We must have order.

Pat.—Mr. President, I wish now to *spake* a word on my own account. Your remedies are no better than eating garlies to clear out the smell of onions. Will ye have ghosts walk abroad at noon—unbridled licentiousness going out to *hould* a wake and feast on all that's pure and virtuous? Let hens crow and fight for the roost; make *nagers* become better and cleaner than white men, turn the world into a desert, with not a drop of good old Irish whisky to moisten it; make water run up hill and gold flow into poor men's pockets; show how a living can be got without work, and then you will all *rautilize* your sentiments. But *thin* such a world as you would make of it, with women and geese for rulers and not a fight for a twelvemonth! PATRICK MCCARTHY hopes never to draw breath or carry a hod in it.

Hayes.—I presume now that, as every body has had a word to say, they will consent to let the earth roll on her axis a little longer. Our new spirit of reform, with its fast horse and big boots, would be bound to travel, and we old fogies must clear the track.

Joc.—Mr. President, I move that this meeting, when it adjourns, shall adjourn to meet at this place two weeks from this day.

Jones.—Ladies and gentlemen, you have heard the motion. All in favor of the same will please say 'Aye'.

Voices.—Aye! Aye!

Jones.—Those opposed, 'No'. [*No answer.*] It's a vote. Ladies and gentlemen, I have been much gratified at the general cordiality which has prevailed through our session. There are differences of opinion which I trust a proper comparison of views will tend to harmonize. If some of us change our sentiments, we can flatter ourselves that we are improving.

Hayes.—Not a doubt of that; and the quicker the better.

Jones.—I shall look forward with increased interest to our next session. But it is getting late; is there any motion before the meeting?

Blanc.—I move that our proceedings be prepared and copies furnished the several papers for publication.

Jones.—You have heard the motion; all in favor of the same will please say 'Aye'. [*General response.*] Contrary, 'No'. [*No answer.*] It is carried. Is there any further business? [*No answer.*] This meeting will convene at this place, two weeks from to-day. It will now stand adjourned.

[*Mr. J. stands by the table, the others rising, adjusting their hats, etc., as the curtain falls.*]

NORMAL UNIVERSITY BILL.

Remarks of C. B. DENO, of Jo Daviess County, in the House of Representatives.

MR. SPEAKER: I had not intended to make any remarks upon this bill, but since my name appears as one of the corporators, and after the unwarrantable insinuation of the gentleman from Union (Mr. DOUGHERTY), that some gentlemen upon this floor are influenced in their support of this measure because their names are included among the corporators, I deem it due to myself to state my position to this House, and give a few reasons for the hearty support I shall lend this measure. I happen, unlike the honorable gentleman from Union, to be numbered among those who in early life were deprived of the advantages of even a common-school education. Had I enjoyed the advantages of that gentleman in my youth, and, Sir, had I also been favored with the long legislative experience of that gentleman, I might to-day realize less keenly than I do my inexperience and want of those advantages; and, Sir, I might be found battling upon this floor, side by side with that gentleman, against extending to others—to the youth of our land—those inestimable privileges which are at once the freeman's shield and the safeguard of this confederacy. But, Mr. Speaker, in my time, and in that portion of country in which I was raised, one might travel a whole day and not find the sign of a school-house; or if he did happen to find one, it would be a little log hut, ten by twelve, windowless and doorless—a fit habitation for swine and bats, instead of a suitable place in which to train up the immortal mind.

But a new era has dawned upon the land. In some of the older States of this Union the school-houses crown every hill-top and smile in every

valley. This change, too, is coming over our own loved Illinois. Within two years, and since the passage of that law against which the honorable gentleman from Union only a few days since upon this floor recorded his vote, school-houses have sprung up in all parts of the State, and by this time perhaps they have one even in Jonesboro.

Sir, there *is* such a thing as 'old-fogyism'; there is such a thing as a man falling behind the age; and notwithstanding the long legislative experience and extensive acquirements of the learned gentleman from Union, he may have a little tincture of 'old-fogyism'—he may have fallen behind the age.

Now, Sir, so far as *the* objection to the application of the interest of these 'sacred' funds is concerned, it seems to me that some gentlemen have all at once become wonderfully fearful that this 'sacred' fund (as they are pleased to call it) will be diverted from its legitimate channel. Why, Sir, by reference to the journal of this Legislature some years since, I find that the gentleman from Union and his political friends were feasting on oysters and the fat of the land by appropriations from this same 'sacred' fund! And now, because it is proposed, after the lapse of nearly forty years, to turn the interest of these funds into their legitimate course, the gentleman holds up his hands in holy horror, and protests, forsooth, against diverting the 'sacred' funds, in the *very* diversion of which the honorable gentleman from Union himself took a prominent part.

MR. DOUGHERTY.—Can the gentleman from Jo Daviess state the amount belonging to these funds appropriated at any one time by the State?

MR. DENIO.—Mr. Speaker, I will answer the gentleman by saying that whether I can state the exact amount taken at any one time or not, it does not matter so far as the fact is concerned that the State has used up all those sacred funds, and grudgingly for nearly half a century paid into the common-school fund six per centum only. And who are the gentlemen in this House most implicated in this matter. If you will take the trouble to go with me to the office below, you will see by the names that the very persons who are now so fearful that the school-fund will be diverted from its legitimate direction were in former years willing to pay themselves out of the fund; and chose to do so rather than to take the responsibility of taxing the people. I suppose they acted in view of the fact that the little boys and girls could not vote, and that their fathers could. I will not say that such were the feelings of my friend from Union in those times; perhaps not; but all the oysters he and his colleagues ate were purchased with the school-fund; and those bold men never dreamed that they were in the least acting in bad faith with the children of the State.

What does this bill propose to do? Sir, it proposes to educate teachers for the 'people's colleges'—our union schools, whose fair proportions every where rear themselves throughout the State. If the gentleman will go to Freeport, in Stephenson county, represented by my friend Mr. DAVIS, he will see one of those noble union schools, where the fathers and mothers of Stephenson county can send their children and

obtain for them an education that will fit them for the various duties of life. Now, Sir, for these schools we must have teachers, and I think we should have *western* teachers—educated here at home; men who call this their home; men who are acquainted with the people and with the wants of the Great West. True, Governor SLADE has done a noble work in sending westward so many female teachers, who not only make excellent teachers, but good western wives. But I am not disposed to depend for ever on such efforts. It is due to the State of Illinois that she take a nobler stand. Other States, less able, or at least no more able, have established Normal Schools, and with success. I believe they are a necessity—one of the great wants of the age. We are too much in the habit of looking abroad for teachers, ministers and public lecturers. It has become quite common of late for every little village or city in the West to have the pleasure of listening to a course of lectures each winter, but they send to the East for lecturers, and the farther East the better. The result is that there are a number of these gentlemen ever ready to gratify us at \$100 per night, whose only qualifications are that they have by some means, either by their friends, or perhaps, as is some times the case, by their own industry, got by rote one or two lectures; and some times these lectures are upon the *West* and the people of the West. I had the pleasure of listening, a short time since, to a very celebrated gentleman from Massachusetts, who spent one hour, for which he received one hundred dollars, in telling us all about the Mormons, and JOE SMITH, their prophet. I could not help thinking it like bringing coal to Newcastle.

We are looked upon as scarcely more than half civilized. True, Governor SLADE has sent some girls out West to teach school; but, as my friend from Coles has said, most of them have married. Now, Sir, I am not disposed to run a tilt against the East, but I do think it is time that we let them feel that although the sun rises in the East, yet it has to set in the West, and that we are determined to catch some of the rays.

The gentleman says that we can not educate enough teachers to satisfy one-tenth of the wants of the West. I have not the slightest hope that this school can furnish a teacher for every school in the State; but it can and will in a few years furnish one, perhaps two or three, for each county, to take charge of the union schools. They will be qualified to teach—will be educated in all the arts of imparting to others what they themselves know. This knowledge will become available to the teachers in the district schools; and in this way every one of those thus educated will become a herald of light to others—at least, this is the way I look at the matter. But, says my friend from Union, there is no guaranty that these men will continue to teach after they are prepared in this school. In reply to this I have only to say that that will depend entirely upon whether or not we are willing to pay them a reasonable compensation. I am aware, from the way men are usually paid who are engaged in school-teaching, that there would be danger of their engaging in some other business; but if we give them reasonable wages, wages that will enable them to live, they will be as likely to remain in that pursuit as to adopt another.

There is a spirit too prevalent which seeks to obtain intellectual labor at the lowest possible price; and I believe that this is one of the reasons why the standard of scholarship among teachers is so low in this State. If you have a house to build, or even a good span of matched horses or mules to take care of, you will give the man who charges you twenty dollars the preference of the one who offers to do it for ten dollars, on the ground that the one who values his services the highest is the best qualified. I believe you do right. But when the question is who shall take charge of the education of your children—who shall undertake to develop the minds of those who shall sway the destiny of this proud Republic; when the question is whom will we employ for this purpose, who is to be *the schule-master*—that is the way it is pronounced, Sir, usually, with a curl of disdain, or at least indifference, upon the lip—the question is put, How *cheap* can such a one be employed? and the one who thinks himself least qualified and values his services least is always good for the job—some times at twelve dollars, and from that down to eight dollars per month; I suppose that down in Jonesboro it might be about *seven dollars and a half*.

Mr. Speaker, I am somewhat surprised that the speech just delivered by my friend from Coles should for a moment have disturbed or alarmed the friends of the bill before the House. It is true, he has made a speech against the bill; but this, to me, is a promise of a 'good time coming'. I argue from the fact that he has spoken against the bill that we may depend upon his vote with us *for* the bill. This has been that gentleman's way of doing business all winter. He has always convinced himself while speaking that he was wrong, and voted against his own speech. I am not looking for a departure from his usual practice now; I expect his vote for the measure.

A few words more, Sir, upon this matter, and I am done. It has been more than once intimated here that some are influenced by the fact that their names are in the bill. I have only to say that my name was put there without my knowledge or consent. I have not the most distant idea that I am a proper person for the place, for the reasons given but a moment since. My education is deficient; and I would be glad to give place to any one whom the House might think proper to select, and will withdraw in his favor at a moment's notice. There are certain reasons why I wish to see this bill become a law. It is not in all respects the thing that I am in favor of, or have been in favor of. I have been, and am now, of the opinion that something like an Industrial University on the plan of Professor TURNER, of Jacksonville, which has been so frequently laid before the Legislature of this State, was demanded, and should be adopted; and, acting on that belief, I introduced the following resolutions into the Legislature in February, 1853, and they were unanimously adopted by that body:

WHEREAS, The spirit and progress of this age and country demand the culture of the highest order of intellectual attainment in theoretic and industrial science; and *whereas* it is impossible that our commerce and prosperity will continue to increase without calling into requisition all the elements of internal thrift arising from the labors of the farmer, the mechanic, and the manu-

facturer, by every fostering effort within the reach of the government; and *whereas* a system of Industrial Universities, liberally endowed, in each State of the Union, coöperative with the Smithsonian Institution at Washington, would develop a more liberal and practical education among the people, tend the more to intellectualize the rising generation, and eminently conduce to the virtue, intelligence and true glory of our common country; therefore, be it

Resolved by the House of Representatives, the Senate concurring herein, That our Senators in Congress be instructed, and our Representatives be requested, to procure the passage of a law of Congress donating to each State in the Union an amount of public lands not less in value than *five hundred thousand dollars*, for the liberal endowment of a system of Industrial Universities, one in each State in the Union, to coöperate with each other and with the Smithsonian Institution at Washington, for the more liberal and practical education of our industrial classes and their teachers; a liberal and varied education adapted to the manifold wants of a practical and enterprising people, and a provision for such educational facilities, being in manifest concurrence with the intimations of the popular will, it urgently demands the united efforts of our national strength.

Resolved, That the Governor is hereby authorized to forward a copy of the foregoing resolutions to our Senators and Representatives in Congress, and to the Executive and Legislature of each of our sister States, inviting them to coöperate with us in this meritorious enterprise.

These resolutions were introduced into Congress by Honorable E. B. WASHBURNE of my District, and the land asked, for; but nothing has yet been done. It was thought best then to take a part of the University and Seminary Fund to start such an institution. The grant asked for from Congress would enable justice to be done to the farmers and mechanics. But, Sir, there are too many 'old fogies' in the Legislature to start such an Institution, and I have thought it better to establish this Institution; and until we can elect men to Congress who will attend to the people's interests more and the interests of railroad companies less—until that can be done, I am for the Normal School; and, by building up our union schools and furnishing them with teachers, we can educate our sons and daughters at home, and not be compelled to send them abroad, to little one-horse institutions, where the cost is enormously high and the education *enormously small*. Besides, children, at this important period of life, their school-days, should never be removed from parental control.

For these, among many other reasons, I shall give my hearty support to this bill.

THERE 's many an empty cradle,
 There 's many a vacant bed,
 There 's many a lonely bosom,
 Whose joy and light have fled.
 For thick in every grave-yard
 The little hillocks lie,
 And every hillock represents
 An angel in the sky.

Selected,

E D U C A T I O N .

BY A TEACHER.

TEACHERS too often require their pupils to be literal in the recitation of rules in arithmetic, etc., rather than instruct them that the substance contained within the language is of the first importance. If a pupil gives the substance of a rule in his own language, it is prime evidence that the idea contained within is understood. The substance contained within the letter, and for whose accommodation the letter is, bears the same relation to the letter that the soul does to the body, which body is for the accommodation of the soul. A student will derive just about the same knowledge of a science by studying the letter as he will of a man by walking around him and gazing upon his exterior. As the body is the mere dwelling-place for the man, so is the letter for the substance contained within.

The means of education should always be adequate. If a horse is to be trained for fleetness, he is at once put into the hands of some one competent for the task, where his food and exercise will be properly cared for. There his physical nature will be developed; his muscles will be disciplined. But while the horse has only one nature to be trained, man has three. The horse has a physical nature; man a physical, intellectual, and moral. Hence, while a training of a horse in a single nature is adequate for his development, man must be trained in his trinity of nature. Since man is a compound being and possesses a trinity of natures, the question naturally arises, How should man be educated so as to preserve harmony in the whole? Must he be only *either* intellectually, physically *or* morally educated; or must he be physically, intellectually *and* morally educated? Must he be educated first in one of his natures, then in another, and finally in the third; or must all his natures be educated together?

A solution of these questions is easy in the mind of the thinker. We can not but conceive the intimate relation they sustain to each other. If the physical being suffers, the intellectual and moral will sympathize and suffer also. It is an equally-well known law of our nature, that if the intellectual being is exhausted by powerful exertion, the physical will also sympathize and suffer even to exhaustion, and thus the moral will be shorn of its strength.

If this trinity of natures is to be educated in harmony, whose duty is it, and where shall it commence? Certainly it is our duty, as teachers, and must commence in the school-room. We must first discern what our duty is, by taking this comprehensive view, and then do it.

To say nothing of our gross defects in training the intellectual and

moral, what do we do for the physical? How much instruction is given with regard to health? Our patrons neither make it a test qualification that we be competent to give it, nor do physicians often urge its propriety upon us. (For that would eventually ruin their profession.) We may be as ignorant of the laws of health as heathens, and it is not often made a matter of thought, provided we are competent to teach how to 'read, write and cipher'. But as the day for simply 'read-write-and-cipher' qualifications is vanishing, let us make a *long* stride in reform.

If one branch is to be left out of our certificate of qualification, either History of the United States or Physiology, ten times better leave out that of history (but this we need not do); for it is better to be ignorant of past events in our own country than to be ignorant of those things much nearer home and of infinitely greater importance to us. What is life worth when health is forfeited? Let those who are burdened with pulmonary, spinal or scrofulous affections respond; they are numerous and of age; let them speak for themselves, though they, ignorant of hygiene, may not be able to trace these effects to ill-ventilated rooms, suppressed respiration, or *swine-food*. What can be done to bring about a reform in this matter, and whose duty is it? Much, very much, may be done; and it is our duty to commence the work in the school-room. Such efforts are readily appreciated. Every teacher may acquire a knowledge of physiology at a small expense, and provide himself with a set of Anatomical Maps. (CUTTER'S are well adapted to the purpose.) He can spend a part of one afternoon each week, in connection with rhetorical exercises, in lecturing and illustrating by means of the maps, and thus pupils will acquire a knowledge of physiology, anatomy and hygiene, and the order of lessons not be interrupted; and in thousands of cases premature death will be prevented, and the living live to some purpose. Why such vast amount of deaths among *children*, and even *infants*? Is it because of any defect in our organization, or is it because of the *violation* of immutable laws that GOD has implanted in our being? Let us see to these things, and not sacrifice human lives so profusely upon the altars of ignorance; for they are precious jewels, committed to our care for high and holy purposes.

We may violate the laws of men and evade the penalty; but we can not withhold the forfeiture if we violate a physical law. The penalty, immutably fixed, must be paid.

May we not, through the columns of our State Organ, the *Teacher*, be favored with an article from some one giving a description of a plan of exercise for physical development in connection with our schools?

ARLINGTON, ILLINOIS.

KEEP your temper in disputes. The cool hammer fashions the red-hot iron into any shape needed

EDITORS' TABLE.

DISTRICT-SCHOOL LIBRARIES.—The Legislature has made provision whereby each school-district in the State may become the possessor of a library. Perhaps no one act of the late Legislature shows more good sense or is fraught with greater benefits than the act authorizing district-school directors to *levy a tax* for the purchase of useful books; or, in case there should be surplus funds in the hands of the township treasurer, allowing these to be appropriated for this purpose, instead of, as at present, adding them to the school-fund. It is possible now for each district in the State to obtain a neat little library. These public libraries will please and educate thousands. Their influence can not be measured by words. Silently they will utter their truths, and unobtrusively teach. By all means, then, let us have the libraries. Give us good selections, largely sprinkled with agricultural literature, and, withal, readable. Above all, eschew *prosy* books. The choicest literature of the age is none too good for the people's libraries. Would it not be well for the State Board of Education, of whom the Superintendent of Public Instruction is a member and secretary, to select and recommend suitable books for these district-school libraries? Of course, some districts will purchase more than others. It might be well to select from the very choicest books a library worth \$50, another worth \$100, another \$150, another \$200, another \$500, and so on. Let these books be bound substantially and in uniform style, and lettered 'District-School Library of Illinois'. We think we can see a gain to the cause of education and good-citizenship in this provision of the School Law authorizing the purchase of books.

JONESBORO.—We have heretofore been strongly in favor of Jonesboro as the place for holding the next session of our Association, but the course of her representative, Colonel DOUGHERTY, in the Legislature, has greatly modified these views. Mr. DOUGHERTY opposed every measure which the friends of education proposed; he even was one of the immortal five who voted against the Free-School Law. He ridi-

culed the Normal School, calling it the '*Gosling University*', and conspired with the Speaker to kill it, or steal it, which, we take it, means about the same thing. As a teacher, we should hardly wish to be thrown upon the hospitality, or where we should be in any way indebted to a man who affects to despise a school for the professional training of teachers. In a word, then, we are opposed to Jonesboro as the place of holding the next session of the State Teachers' Association. If there be a town in Southern Illinois (and we know there are hundreds) whose citizens sympathize with us and our calling, and would welcome us with a fraternal greeting, there let us go.

WE doubtless are obnoxious to some of the ensuing censure, but many times names are so carelessly written that it is impossible to decipher them. Write your names *plainly*—then don't spare us if we blunder:

GALENA, March 10, 1857.

MR. EDITOR: We are beginning to think you are somewhat careless in making out subscribers' names. Last year you had my name spelled WOODROUGH—now you have it WOODFORD, which you will please change to WOODRUFF, and then it will be right. A 'chum' teacher was slightly horrified on the receipt of the first number of the *Teacher* after the destruction of your papers by fire a month or two since, when it first dawned upon his mental perspective that he was a *Spoon*!

The public schools of this city are now in the tenth week of their term, which will close in a fortnight.

There are six different public-school buildings in this place (five on the west side of Galena River and three on the east), which require ten teachers. Four are denominated Grammar Schools, two Secondary, and four Primary. In three cases the Primary and Grammar departments are under one roof. The Secondary and Primary departments employ female teachers, and the Grammar Schools male. The schools, I think, compare favorably with the grades of public schools generally, notwithstanding the large per centum of foreign element, chiefly Irish, who, to a considerable extent, are unable to attend school more than half the fall and the winter terms.

I am of the opinion that there was a decided error made in the school-plan in this city, which should be remedied as soon as practicable. There ought certainly to be a *Central High School*, in which the poor as well as their more able neighbors could give their sons and daughters an excellent English education. An Academy (a fine building is now in progress of erection for this institution) supplies the place to some extent, though of course it fails to reach *all*. This grand deficiency will become more and more apparent as the pupils of the Grammar Schools finish the course prescribed there and will want to push forward into the sciences. Certainly, every city of the wealth of Galena (and there is no city in the State where liberal educational advantages are more needed) should have such a union-school system as affords facilities for

all her children to acquire a thorough education. Thus, and only by such means, will the Great West vie with the older eastern States in enlightenment.

I. H. WOODRUFF.

PARIS, March 9, 1857.

MR. EDITOR: I have decided to give you a brief description of our School, and as Union is its name, so it is its nature, for it embraces within its precinct scholars of every age and description—from the flaxen-polled infant of scarce five summers, who can hardly lisp his A B Cs, to the thoughtful student of twenty, before whose patient investigation many of the natural sciences have become as familiar things, and who is now eagerly unlocking the treasures of classic lore, or is with new wonder and delight contemplating the beautiful relations of angles and triangles long since discovered by EUCLID. Nor is this the only sense in which ours is a Union School, for its doors are open not only to our American youth, but to the children of every nation and kindred the invitation is 'come', and 'whosoever will, let him come'. We have congregated daily under our influence many representatives from the Emerald and Albion isles, as well as the plodding German and the mercurial Frenchman. These are constantly associated with our own little free-born republicans, and consequently imbibe many of their sentiments; and among them no distinction is recognized save that which merit creates.

The building which we occupy is a three-story brick, pleasantly situated in the eastern part of the village in a natural grove. The inclosure is large, affording ample opportunity for the necessary recreation of the three hundred pupils, and so arranged that the seven teachers who have charge of them can have a watchful care of them during their hours of relaxation as well as application. The school was organized on the union plan the first of October last, under the supervision of J. ALLISON SMITH, whose fine scholarship and long experience in teaching had eminently qualified him for the arduous situation. The system was new here at the time and but little understood. Many of our citizens were inclined to regard it as a poor experiment at best, but the success of the plan has vindicated its adoption, and the people speak of it now with pride, because it is the people's school. But be it said to the credit of Paris that ours is not the only school which affords facilities for a thorough and practical education for the youth in our vicinity. We have also a flourishing Academy, under the charge of Mr. D. EDMONSTON. The situation of this institution is also truly delightful. The building itself has no very high claim to architectural merit, but it is perfectly embowered in shrubbery and forest trees, reminding one of the 'olive shades of Academus'. L. M. M.

ALONG with other evidences of the increasing attention paid to education in our State, it may be well to chronicle the late action of the Faculty of Knox College, by which candidates for admission to the Freshman Year are required to prepare themselves by at least a year and a half's study of Latin and Greek. This is not yet as high a requirement as the College ought to claim; but our western institutions will come up to a level with Yale and Harvard so soon as our common schools are on a par with those of Connecticut and Massachusetts.

One or two other slight changes are being made in the course of study at Knox (they will appear in the June catalogue), in order to introduce German hereafter at the middle of the Junior year. The present Senior class are now studying German.

In the Female Collegiate Department—quite separate from the College proper—the class which should have taken up Latin this year have taken German instead. The Seniors are studying French. Whether or not German will permanently supersede Latin in the Ladies' Course—how much time will be given to French—whether Latin be allowed at all in the course—are questions not yet finally decided, and whose decision depends partly on another question, viz: that of adding another year, making it a course of four years instead of three. The probability is that German will remain, for the present, a regular study, and French either regular or optional the last year. The young ladies pursuing the regular course at this present writing are distributed in the various classes as follows: Seniors, thirteen; Middle Year, seventeen; Juniors, twenty; total, fifty.

In common-school matters we can begin to report progress at Galesburg. Not that any tangible results have yet been attained, but that wholesome and necessary agitation which precedes reform has been kept up, and to the point, so long now that little remains to be done before *action*.

'Union Graded Schools' is the cry now. Where is the capable and experienced teacher that will come and manage the matter for us—grade the schools, sift and cull, systematize, harmonize, adapt, control, and, above all, teach?

E. S. W.

THE following communication of 'An Ex-Teacher' got crowded out of the body of the work; hence we insert it in the 'Table':

"While I mused, the fire burned; then spake I with my tongue."

I embraced an opportunity, rarely afforded me, to visit, a few days since, a noted female seminary in my neighborhood. With the very highest respect for the teachers, I heard and saw some things there that set me musing, and the result is before you. I found in a recitation-room a class of young ladies progressing in an exercise which I understood to be Roman History. The class were lounging on their chairs, and somewhat indifferently interested in the lesson. The teacher volubly recited the whole lesson, with notes and comments, to which the class occasionally gave audible assent; but if I should say that any of it appeared to enter into the spirit of the author, or evinced any acquaintance with or appreciation of the lesson, I should say what I do not think. I could not but remember the simile some where used of pouring water rapidly into narrow-necked bottles, whereby much was spilled upon the ground and could not be gathered again. I hoped that the pouring-in process had had its day, but I was mistaken. I read upon the black wall an order of subjects in topical geography, as follows: 'promotories', 'chanels', 'citys', 'senery', 'manafactures', 'comerce'; and this daily before the eyes of sixty pupils! I found a girl of fourteen studying—no, not studying, but listening to the teacher's recitation of a lesson in mental philosophy, who, I

was assured by a teacher under whose care she had been recently, could not intelligibly explain the elementary operations of arithmetic.

Is it possible that such is the character of the instruction given in our seminaries and colleges? Is not the multiplication of such institutions doing a great harm and wrong to the education of the day? Would not half the time and attention and money thrown away on them and in them, if diverted to the proper care and sustenance of the common school, result in good multiplied a thousand fold? I believe it would, and can but consider the disposition on the part of so many to have a college (Heaven save the mark!) in every country town as productive of great evil. I propose, with your leave, to submit through the columns of the *Teacher* some considerations respectfully addressed to those who hold themselves aloof from these best and greatest interests which affect society. I hope thereby to provoke other and abler minds to take the matter into consideration and hold it in its true light.

AN EX-TEACHER.

FREEPORT. — They are doing a good work in Freeport. Their system of graded schools is steadily growing into strength and beauty and taking a firm hold on the affections of the people. Friend FREEMAN, who is Principal of the High School, and head and shoulders to the system, is a man of ability, firmness and efficiency, and, from what we could learn, very popular with the people and associate teachers. The Directors, Messrs. BUCKLEY, WINSLOW and HIBBARD, possess the true spirit of the day, and are driving on in the great cause with a telling energy. The teachers, as a body, compare favorably with any we have met in the State. Miss L. C. WITT, Principal of the Girls' Grammar School, we *know* has few equals in the State. Miss LELA SABIN, who has lately accepted the charge of the Boys' Grammar School, has already won for herself golden opinions, and inspired that department, which she found in a somewhat disorganized state, with a wholesome discipline and habits of neatness and study. The other teachers are Miss MARY NOBLE, Assistant in the High School, Miss ELLEN M. TOWNSEND, Assistant in Grammar School, and Miss ANNA M. BURRELL, Miss L. J. JONES, Miss ADDIE HAMLIN, Miss FRANCES C. WINSLOW, Miss SARAH M. BETTS, and Miss MALLORY, teachers in the Primary School. They are all spoken of in the highest terms.

The Freeport Union School has one peculiarity which we hope will soon cease to distinguish it from other union schools in the State, and that is, *the separation of the sexes*. It is enough to say that it is the strong and deliberate conviction of our wisest and most experienced educators generally, that boys and girls should be *raised together, disciplined together, and taught together*; and that it is unnatural, and detrimental to the full development of all that constitutes the essence and true dignity of man and womanhood, to separate them either in the family, the social circle, or the school-room.

J. F. E.

WE have before us the proceedings of several different Institutes, but are compelled, for want of room, to content ourselves with an abstract. The Carbondale Institute passed resolutions complimentary to the *DeSoto Farmer* and the *Illinois Teacher*, and "that our Secretary

subscribe for ten copies of the same for the benefit of the society;" also, "that we highly approve of free schools—free as the air we breathe—free to all; and that we will strive to make Egypt, 'though last in the field, yet foremost in the fight'." A committee, consisting of Messrs. THOMAS, BRUSH, and BEACH, was appointed to obtain a library. This is a capital move. Every district in the State ought to have a library.

Mercer County Teachers' Association was held at Aledo. We notice J. C. HARROUN, N. P. BROWN, S. B. ATWATER, F. W. LIVINGSTON and T. MCWHORTER are reported as leaders in the drill exercises. Addresses were delivered by J. H. REED, Esquire, and Doctor ASHBAUGH. A resolution was proposed for diminishing the number of school-hours per day from six to three. A resolution passed approving the County Teachers' Association, and inviting *all* the teachers of Mercer to join the next time. The customary votes of thanks having been passed, the meeting adjourned to the twentieth of May.

Boone County Teachers' Association is fully reported in the county paper, from which we learn that it was entirely successful. O. H. WRIGHT, Esquire, was chosen President, and W. D. PALMER, Secretary. With WRIGHT and PALMER at the helm, Boone county can be relied upon to do her duty to her free schools.

MR. EDITOR: I regret to perceive that there is no provision made in the School Law for an annual report on the state and condition of the schools, to be presented to the town at its annual meeting, and printed and distributed. A judicious report of the facts in each case, with such suggestions as would naturally occur to a board of trustees who have attempted to do their duty during the year, could not fail to be of great service to every community, because it would treat of the most vital of all earthly interests, and equal to the aggregate of all other interests, because it comprehends all others. A copy printed and left in every house remains there, soliciting attention. Its very presence will suggest the subjects of it as topics for conversation in the family. It would be a new stimulus to exertion—a guide to the objects for which new efforts should be made.

Having witnessed in several instances the invaluable results of such a measure, the writer is prepared to say that hardly any one that could be devised promises so much for the cause of common-school education as to require by vote of town meeting that the trustees shall prepare and print and distribute such a report of the state and condition of the schools at least three weeks before the annual town-meeting, and thus the people will be prepared to act intelligently and with liberality when required to act at all. What towns will make such order next town-meeting?

C. C. H.

BELVIDERE SCHOOLS.—The schools in this town are doing a noble work. The school on the south side of the river is under the superintendence of O.

H. WRIGHT, assisted by Misses LUTS and MARY HATCH, and Mr. HENRY LUTS. In the Higher Department there are ninety pupils, in the Primary Department ninety, and in the Intermediate eighty-five; in all, two hundred and sixty-five. Mr. W. D. PALMER is Principal of the school situated on the north side of the river, assisted by Miss ANNIE RICHARDS, Miss ANDREWS, and Miss WATERMAN. In the Higher Department there are one hundred and forty pupils, in the Intermediate and Primary one hundred and fifty; in all, two hundred and ninety. Messrs. WRIGHT and PALMER are workmen in their calling. They are among that number of teachers who look out from their school-rooms upon the great field of our profession, and feel as they should that the great theatre of the teacher's action is the World, and when his work is done Earth's populated millions are redeemed and enlightened.

D. W.

HENRY, March 9, 1857.

MR. EDITOR: Within a month past I have had occasion to examine thirteen female applicants for license to teach school. Without alluding to the character of the examinations, I may say in reference to one that when the examination was closed I asked this question: Can you now conscientiously take charge of a school, with such a preparation as you have manifested, with the reasonable expectation of doing justice to yourself, to your pupils and their parents? Her reply was, 'I can not', and she walked to the stove and deliberately put within it the certificate I had written for her. Would that this question could reach every one who proposes to teach in the coming summer! Are those females who propose to be candidates for teaching the summer schools doing any thing, by reading, conversation or study, to fit themselves for a proper discharge of the duties they propose to undertake, or do they think that the skill and the spirit to perform the most difficult and most important of human labors are to be miraculously given to them when they cross the threshold of the school-house door? I am a sincere and strenuous advocate for the employment of female teachers, believing that God designed them for that duty, but I am solicitous that they shall have proper preparation for their work.

CORRESPONDING SECRETARY.

THE *Michigan Journal of Education* publishes the following questions: "1. What is the difference between a *proud* man and a *vain* one? 2. From what language was the word *school* derived, and what was its first meaning? 3. How can the attraction of the earth cause smoke to ascend, while it causes stones to fall down? 4. What is a sound? Would there be any sound if there were no ears? 5. How came the word *light* to mean such different things as 'the medium of vision' and 'of little weight'? 6. From what language was the word *grammar* derived, and what was its meaning?"

We have only one question to add to this list the present month. We put it to the class in Geography. What is the meaning and why were the following names given: Thermopylæ, Bosporus, Hellespont,

Peloponesus, Chersonesus, Pyrenees, Constantinople, Hapsturg, Normandy, Rome, and Athens? There are a few more questions ready when these are answered. Send in the answers.

JOLIET, December 20, 1856.

WILL COUNTY TEACHERS' CONVENTION.—The teachers of Will county convened in Joliet on Tuesday, the sixteenth of December, 1856. The number in attendance was about sixty. Besides the regular daily exercises, the subject of school government—the necessity of using the Bible as a text-book in our schools—the necessity of confining the exercises of the Institute in the future to the branches taught in our common schools—the importance of the immediate establishment of a State Normal School, and the necessity of present efficient action in behalf of the circulation of the *Illinois Teacher*, were thoroughly and ably discussed, the result of which you will see in the official report of the Secretary. The teachers here are full of love and zeal for their calling, and, led on by Mr. SIMONDS, their school commissioner, can not but win laurels and prizes that will tell upon the youth of this county.

All the exercises were fraught with the most lively interest and unprecedented harmony, not even a single jar of discord arising to mar the peace and goodwill that prevailed. May the teachers of Will county long live to labor in their work of love and benevolence.

D. W.

B. G. ROOTS, Esquire, of Tamaroa, sends us a note from which we make an extract. Strange that any teacher should ignore common sense:

Very few schools are in operation near here now. I have tried in vain to induce several to subscribe for the *Teacher*. One of Governor SLADE's teachers came to Tamaroa highly recommended, and taught about four months before applying to the examiner (N. HOLT) for a certificate. He felt compelled to refuse her one. A few days before she was examined I called into her school. She taught the children to say that the chief towns of Illinois were Quincy, Alton and Vandalia. I tried in vain to induce her to subscribe for the *Teacher*. She gave me to understand that, while it might be well enough for a 'Sucker' teacher, it could not be expected that one who had enjoyed such exalted privileges as herself could learn any thing from an *Illinois* paper.

CONVENTION AT DIXON.—Arrangements are being made on a large scale for an educational meeting at Dixon on Thursday and Friday, the 16th and 17th of April. The well-known names of EBERHART, HARSHA and LEGGETT are appended to the call. We have heard it whispered that the people of Dixon, when they undertake a thing, never fail. They have undertaken to hold an Educational Convention.

Rumor is busily circulating reports that the great men and the wise men and the chief teachers, even from the four corners of the State, will gather themselves together there. This same garrulous dame has

also been desiered dropping mysterious hints and exchanging knowing looks about a *banquet*. There is something going to happen at Dixon; that's certain.

BELVIDERE.—They have sprightliness, good-feeling, discipline and *earnest thought* and study in the schools of Belvidere. On the west side our friend O. H. WRIGHT, with his usual vivacity and energy, is directing things onward and upward. On the east side, Mr. W. D. PALMER, a member of the State Board of Education, has the charge of the school. He is a man of ability, gentlemanly bearing, straight-forward labor, and has his soul in the work. We were pleased with his *modus operandi* and the general drill and discipline of the school, and hesitate not to write his name, as well as that of Mr. WRIGHT, among the first-class teachers of the State.

The County Institute commenced in that city on the 7th instant, and was to continue *two weeks!* Good for Boone county, or any other. Professor WILKINS, of Bloomington, had been invited to take charge of it. J. E. F.

CARBONDALE presents its claims for the next State Association :

DEAR SIR: At the last meeting of the Jackson County Educational Association, a resolution was passed by a unanimous vote, inviting the State Teachers' Association to hold its next meeting at Carbondale.

I would say that it seems to be the universal desire of the citizens that the Association shall meet here. The only objection raised is, that it might be difficult to find comfortable accommodations for all. But be assured that on such an occasion the hearts and houses of the people will be open; and I may farther add, *the corn sacks* of Egypt will not fail.

M. K. HOLBROOK, Secretary.

CORRECTION.—W. H. HASKELL, of Canton, in our report of the proceedings of the Association published in the January number, page eight, was made to say just the reverse of what he did say:

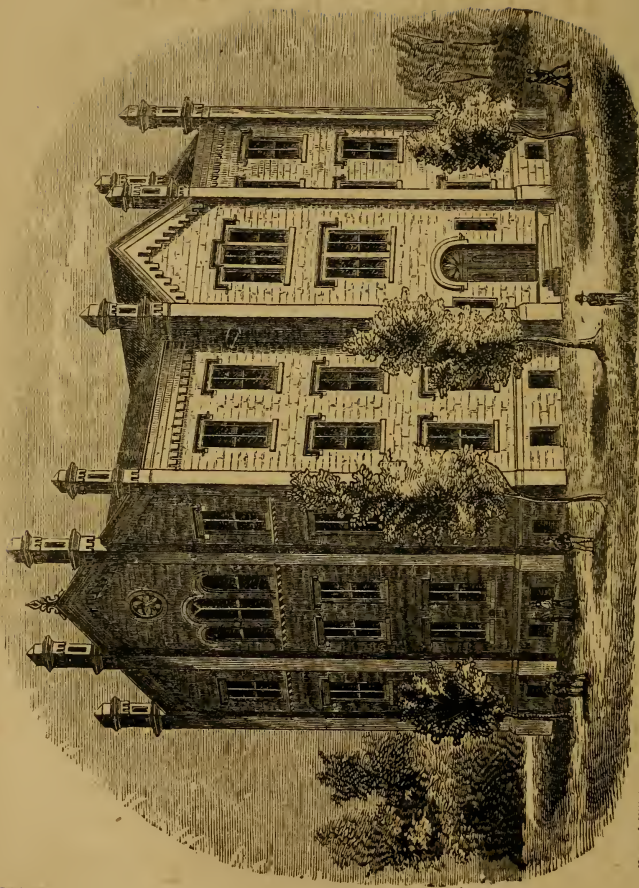
“W. H. HASKELL, of Canton, commented at some length, inquiring whether more could be expected of a scholar than to learn what was in the text-book. The book was a necessity.”

Reverse this.

PERU.—Professor SPRINGSTEAD is always busy, lively and active, and looking after the welfare of the schools. He is father to the system of graded schools in the city, and superintends them with earnestness and skill, but he works alone. The directors have not visited their schools for a year. Perhaps it might be well for them to make it a rule of their Board to visit at least once a year. A glance inside of the school-rooms convinced us that labor and thought presided there.

J. F. E.

THE following contains the alphabet: “JOHN P. BRADY gave me a black-walnut box of quite a small size.”



Nason & Hill, Printers, Peoria.

CHICAGO HIGH SCHOOL.

Reynolds, Electrotypist, Chicago.

ILLINOIS TEACHER.

VOL. III.

MAY, 1857.

No. 5.

CHICAGO HIGH SCHOOL.

MODE OF EXAMINATION FOR ADMISSION.

From the Report of W. H. WELLS, Esquire, Superintendent of Public Schools.

THE examinations for admission to the High School are occasions of uncommon interest to a large class of citizens, embracing the candidates and their parents and the schools with which they have been connected. It seems proper, therefore, that some account should here be given of the manner in which these examinations are conducted.

On the morning of the examination each candidate is presented with a card having some particular number written on it, by which the candidate is known during the day. On the back of the card are printed several directions and explanations:

DIRECTIONS FOR CANDIDATES.

1. Throughout the examination you will be known only by the number on the opposite side of this card.
2. Do not write your name upon any of your exercises.
3. Write your number very plainly at the upper left-hand corner of each exercise; your age, in years and months, at the upper right-hand corner; and the date in the middle—so that they will all be on the same line.
4. Number each answer to correspond with the number of the question.
5. Avoid all communication with other candidates.
6. Be careful not to lose this card; candidates admitted will bring their cards with them at the opening of the school.

Slips of paper are next distributed among the candidates, on which they write their names and the numbers on their cards. These papers are collected, and carefully laid aside till after the examination has been completed and the Board has decided on the admissions. They are then used to identify the successful applicants. After attending to these preliminaries, the candidates are distributed in different rooms and arranged at separate desks, so as to prevent, as far as possible, any opportunity for communication with one another. Each candidate is furnished with a slate and pencil, and also with pen, ink and paper. The first set of questions, printed on slips of paper, is now distributed at the same moment in all the rooms, and the candidates are allowed a definite time to write out their answers—usually from an hour to an hour and a half, according to the number and difficulty of the questions. Every effort is made to put the candidates as much at ease as possible, and secure them from all unnecessary embarrassment. If they do not understand any of the requirements, or lack any little convenience for writing out their work, they are requested to make known their difficulties with the utmost freedom. Each candidate writes the number of his card at the upper left-hand corner of his exercise before passing it in. When the time appointed for the first exercise expires, the answers written by the candidates are collected together, and the next set of questions is distributed as before, and so on through the day. Besides the teachers of the schools, on whom the examination chiefly devolves, several members of the Board of Inspectors and the Superintendent are in constant attendance, aiding and directing in the different exercises. A large part of the labor still remains to be performed after the candidates are dismissed. Several days are now spent by the teachers in examining the papers that have been written. Every answer is read with care, and its value, estimated on a scale of 100, is marked in the margin. The sum of these estimates standing against the several answers on any one paper divided by the number of answers on the paper gives the *average* for that exercise. The *averages* of each candidate in all the different branches are set against the card-number by which he is known during the examination; and the sum of these averages divided by the number of branches gives the *general average* of each. To render the result of the examination still more reliable, the Principal of the school and the Superintendent select the papers of all the candidates whose general averages are within five or ten per centum of the lowest rank admitted, whether above or below, and revise all the estimates with special care. This course insures uniformity in the standard of judging, and also the correction of any slight errors that may have occurred in estimating the answers of any candidate who could possibly be affected by such an error. The names of candidates are never seen by any one from the time they are received on the morning of the examination till after this revision of estimates and the final decision of the Board. As the question of a candidate's admission or rejection depends entirely upon the *general average* of his examination, it is hardly possible that injustice should be done to any of the applicants. There are, doubtless, cases in which candidates are not

able to do justice to *themselves*; and these instances would be far more numerous if the examination were conducted orally. A large number and variety of experiments have been tried by different boards of examiners, and they have almost invariably resulted in the decision that written examinations afford the most reliable test of qualifications, and are, on the whole, the most just and satisfactory to all parties. This mode of examining candidates is now adopted in nearly all the principal cities of the Union.

If any instance occurs in which an applicant is supposed to be rejected for insufficient reasons, the answers on which this rejection is based are always on file in the office of the Superintendent, in the applicant's own hand, and can be examined at any time by the candidate or his friends. There have been several cases in which the parents of applicants have called at the office for this purpose, and I am not aware that a *single instance* has occurred in which the party interested has not been perfectly satisfied, after making the examination, that the decision of the Board was just.

The examinations thus far have been confined to Reading, Writing, Spelling, Grammar, Geography, Arithmetic, and History of the United States. In conducting the examination in Reading, each candidate is requested to read two passages—one in poetry and one in prose. The estimates in Penmanship are based upon the written answers which are given in the other branches.

The following are the questions employed at the examination in December:

G E O G R A P H Y .

1. For what purpose are Latitude and Longitude used, and how would you find the difference of Latitude and Longitude of two places?
2. Is the length of a degree of Latitude every where the same? of a degree of Longitude? If not, explain the differences.
3. Name the principal States of Europe and their Capitals.
4. Mention all the Seas, Gulfs and the Bays on the coast of Europe.
5. Name and describe all the principal Rivers of the Western Continent flowing into the Arctic and Atlantic Oceans, or into Gulfs and Bays emptying into them.
6. Describe the State of Virginia, including its boundaries, capital and other cities, rivers and mountains.
7. Give the names and situations of the loftiest mountain-peaks on the Western Continent.
8. Mention the principal mountain-chains in Europe. Where are they found and in what direction do they extend?
9. Describe Bolivia, including its boundaries, capital, cities, rivers, deserts and lakes.
10. Tell what you know of China.

A R I T H M E T I C .

1. What is the Greatest Common Divisor of 125,350 and 365?
2. Add $\frac{1}{2}$ square foot and $\frac{1}{3}$ foot square.
3. How long will it take any sum to double itself at the rate of 10 per cent. simple interest?
4. Give the table of square measure.

5. Divide $\frac{2}{3}$ of $\frac{3}{4}$ by $\frac{2}{7}$ of $\frac{7}{8}$, and explain each step of the process.
 6. What is the interest of \$1,266.66 for 5 years 6 months and 2 days, at 6 per cent. per annum?
 7. What kind of a fraction is the following: $\frac{3\frac{1}{2}}{8\frac{4}{5}}$? Change it to a simple one.
 8. Define the terms 'Promissory Note', 'Bank Discount', 'Present Worth', 'Usury'.
 9. What is the square root of 988,001?
 10. A owes B \$300, to be paid as follows: \$50 in 2 months; \$100 in 5 months; the rest in 8 months. At what time can the whole be paid at once?
- (Candidates should be particular to hand in their solutions *in full*, so that the different steps taken in explaining the process may be plainly seen.)

GRAMMAR.

1. What is the voice of verbs?
2. How do nouns and pronouns express person?
3. Name and decline the relative pronouns and their compounds.
4. What is Case?
5. How are adjectives compared?
6. What are the essential properties of verbs?
7. What is a regular verb? Is the verb 'to hear' regular or irregular?
8. What are the elements recognized in analyzing?
9. Parse the words italicized in the following:

*"Burned Marmion's swarthy cheek like fire,
And shook his very frame for ire."*

10. Analyze the following:

*"Then in this same boat beside,
Sat two comrades old and tried."*

HISTORY

1. What can you say of De Soto?
2. Tell what you know of Sir Walter Raleigh.
3. Give an account of Massasoit.
4. Describe the settlement of Pennsylvania.
5. Give some account of Roger Williams.
6. Relate incidents connected with the Massacre of Wyoming.
7. Name the principal battles of the Revolution in which the Americans were successful.
8. Give an account of the Siege of Yorktown.
9. Tell what you know of Commodore Perry.
10. In what is the legislative power of the United States vested? What are the legal qualifications of members, and what is the basis of representation?

SPELLING.

Believe,	Infinite,	Coercion,	Swarthy,	Neighboring,
Receive,	Impression,	Confectionery,	Awaken,	Ammunition,
Separate,	Creation,	Invisible,	Prohibit,	Science,
Agreeable,	Inversion,	Calculation,	Continuance,	Christian.

The first examination for admission to the High School was held July 15, 1856. The whole number examined was 158. Of these, 114 were admitted and 44 rejected. The per centum of correct answers required at this examination was *fifty*. A *special* examination was

held October 1, for those only whose rank at the previous examination stood as high as *forty* per centum and those who had been detained from the examination by sickness. The number admitted at this examination was 11 and the number rejected 24. At the examination held December 19 the whole number of applicants was 204, of whom 51 were admitted and 153 rejected. The per centum of correct answers required for admission at this examination was *fifty-seven*.

SCHOOLS.				Whole No. Examined.	Admitted.	Rejected.	Per cent. of Admissions.	Average Scholarship of Whole No. Examined.
Public School No. 1.....				55	27	28	49	51
“ “ “ 2.....				43	18	25	42	49
“ “ “ 3.....				137	68	69	50	50
“ “ “ 4.....				64	21	43	33	43
“ “ “ 5.....				...	...	...	...	...
“ “ “ 6.....				19	6	13	32	50
“ “ “ 7.....				...	...	...	...	...
“ “ “ 8.....				6	1	5	17	46
“ “ “ 9.....				2	...	2	...	30
Summary from Public Schools.....				326	141	185	43	48
Private Schools.....				71	35	36	49	50
Summary from both Public and Private Schools.....				397	176	221	44	49

PUBLIC SCHOOLS.

Whole number of applicants.....	326
“ “ admitted.....	141
“ “ rejected.....	185
Per cent. of admissions.....	43
Average per cent. of scholarship of whole number examined.....	48

PRIVATE SCHOOLS.

Whole number of applicants.....	71
“ “ admitted.....	35
“ “ rejected.....	36
Per cent. of admissions.....	49
Average per cent. of scholarship of whole number examined.....	50

SUMMARY OF BOTH PUBLIC AND PRIVATE SCHOOLS.

Whole number of applicants.....	397
“ “ admitted.....	176
“ “ rejected.....	221
Per cent. of admissions.....	44
Average per cent. of scholarship of whole number examined.....	49

MUSIC.

AN ADDRESS

Delivered before the Illinois State Teachers' Association, at Chicago, December, 1856.

BY C. M. CADY, EDITOR OF THE CHICAGO MUSICAL REVIEW.

THE province of music I need not treat of at length. It is preëminently the language of sentiment, emotion, passion; and to awaken or express these in their most intensified form is its province. It may be so far perverted as to arouse or intensify vicious and unholy passions, but its legitimate office is to awaken the beautiful sentiments, the noble aspirations and the holy emotions of which GOD has made us susceptible. It throws a halo of light and joy over the domestic circle; it floats about the cradle, beguiling infancy to elysian dreams; perfumes like the musk-wind the dancing ripples of childhood; cheers the footsteps of toil; pours balm upon the bruised heart, and ushers the worshipping assembly into the very presence-chamber of the ALMIGHTY.

Such being its province, the reasons for the general cultivation of vocal music are too obvious, not to say too numerous, to be dwelt upon. Let us, however, glance at a few: Its influence, when properly practiced, in expanding the lungs and promoting health is too important to be overlooked. I say *when properly practiced*, by which I mean when the lungs are thoroughly inflated and the air is expelled by the use of the abdominal muscles, instead of letting the chest fall upon the lungs. The truth is, brain is so highly valued now-a-days that educators often forget how absurd it is to expect a strong mental engine to work efficiently in a frame that is every moment in danger of being shaken down; and the result is, in our large cities especially, a race of beings who, so far as moving mind is concerned, or doing any thing else useful, might as well be set down in the census-list among poodles.

The social influence of vocal music is more apparent than its physical influence, because more immediate. You only need to introduce it into the school-room, or into a party whose members persist in blooming against the wall in undisturbed repose, to gain a better idea of its effects than hours of word-painting could give. Kindly feeling will spring up and hearts blend where voices do. The charge, some times made, that singers, as such, are quarrelsome, is as absurd as it is false. Music should, then, be cultivated for its social influence.

It should also be cultivated for its influence upon the intellect. Music appeals for appreciation to the intellect, and, so far as this is the case,

its enjoyment is intellectual. As a science it presents technicalities to be learned, laws and principles to be grasped, which are sufficiently profound to tax the strongest minds. Its study, therefore, is as much the source of mental discipline as the study of any other science. To those who have never studied these laws, never reflected upon their far-reaching extent, this may seem like strong language; but, if I mistake not, every science is but a segment of one grand circle of truth, and he who can master one can master all. It is only when music is pursued as a sensuous pleasure that it becomes a kind of dissipation; and when it does thus become a dissipation, its tendency, like every other dissipation, is to enervate the mind, and make one a sensualist.

Upon no class of the mental faculties, however, is the influence of the study and practice of music more apparent than upon those faculties that have to do with the intuitive perception of æsthetical fitness, which we call taste. It not only appeals to the imagination, to poetic appreciation, and the love of the beautiful generally, but it imparts delicacy and activity to the feeling part of our nature, which philosophers term the sensitivity; hence its refining influence upon mankind. Did you ever think how much real discomfort, if not positive misery, is occasioned in the world by a class of thick-skinned people who lack this delicacy of susceptibility? Like the donkey dancing among chickens, they are constantly treading upon other people's toes, while they enjoy the most provoking immunity from any similar suffering themselves. Such persons can not be moved by a concord of sweet sounds; you might as well attempt to reach the cuticle of a rhinoceros. On the other hand, show me a man who loves music—whose feelings take their changeable hue from the varied sentiment of the song he hears, and, however rough may be his exterior, I know that underneath that coarse homespun beats a warm and feeling heart—one blessed with all the elements of a natural refinement. Let music be generally cultivated, and these too-often-dormant elements of a refined susceptibility will exert their chastening influence upon social intercourse.

I need not tell you, however, that the highest reason for the cultivation of music is to be found in its relation to the worship of the DEITY. From earliest antiquity its chief importance has been derived from its sublime power as a medium of religious worship. Whether in the temple-service of the heathen divinities, or in the magnificent ritual of the Hebrew sanctuary—whether in the thousand-voiced chant under POPE GREGORY in the Sixth Century, or in the German choral under LUTHER in the Sixteenth Century, its power to awaken the feelings of awe and grandeur that cluster about the worship of an Almighty, Unseen Being, has ever been felt and acknowledged. When we consider its adaptiveness to express, also, the penitence and the holy joy, the meekness and the ardent love, that are peculiar to the Christian religion, we cease to wonder at the important place it has ever maintained among the followers of CHRIST, and are only surprised that in the American churches of the present day its influence is so little felt—so little appreciated. Whenever our Puritan forefathers, under COTTON MATHER, heard psalm-singing, they uncovered their heads as reverently as if a prayer were

being offered up. How is it now? The concentrated praises of the congregation are supposed to be offered up by a small choir, often only by a quartet, in a manner highly artistic, it may be, but very rarely devotional. "Let the people praise thee, O God; yea, let all the people praise thee," is read from the desk, and a veiled chorus of four respond, "Yea, let all the people praise thee;" but all the people do no such thing. They are quietly seated below, on plush cushions, quite content to praise God by proxy, only so it be done artistically. They have nothing to do in the matter; why should they? Do they not roundly pay a quartet of professional singers to express their emotions for them? It must be confessed that, if some choirs do nothing more than express the emotions of the congregations for which they sing, they have a very easy time of it.

Now, is this the end of church music? Has it done its work when it simply expresses the emotions of the congregation, which are too often dormant? Is it a thing cold, distant, and objective—a thing that may be gazed at and admired as we gaze at and admire the aurora borealis—a thing to please the fancy and tickle the imagination, but which comes not nigh the heart? No; it has higher functions—it has a loftier work to do. It must not simply express, but it must arouse holy emotions in the worshiping assembly. And how shall it do this, unless it be regarded as a devotional exercise, and unless the people individually feel the obligation that rests upon every accountable being to praise God. 'Would you abolish choirs?' do you ask? I answer No, unhesitatingly. I would have a choir, the larger and the more cultivated the better, but I would once or twice in each service have the whole congregation join with the choir in singing a song of general praise to a familiar tune, so simple in both its rhythmic and melodic structure as to be within the vocal capacity of all.

'But what has all this to do with my duties as a teacher?' some of you may ask. And this brings us to the consideration of what will be set down in future history as the great popular musical movement of the age, namely, the general musical education of the people; and, as a means to this end, the introduction of music into our common schools as a regular branch of study. The difficulty in attempting to diffuse in any other way a general knowledge of music is simply this: If we leave persons to learn to sing by such chance means as private lessons, singing-schools and the like, after they have become adults, when by long disuse their voices have become unmanageable and their musical perceptions obtuse, we shall for ever witness the results that are now so common. Nine out of ten who attempt it, finding, perhaps, more difficulty in realizing the ideal of what they wish to do than in mastering the technicalities of the science, will very likely give it up in despair, and comfort themselves with the reflection, if comfort it be, that only such as have a genius for music can succeed in it; as for them they do not possess it, and it is therefore useless for them to try.

Let mathematics be excluded from our schools for twenty years, and leave persons to gain a knowledge of its principles only by similar chance

means, and the result would be quite similar. The impression would become general that only such as are blessed with an extraordinary talent for mathematics could master its difficulties, and nine-tenths would very likely give it up, as they do music, in despair. Then, too, there is the same difficulty in the way of young men and young women mastering the science of music that there is in the way of their mastering any other science. This difficulty grows partly out of the labor-saving spirit of the age. In the physical world we see the work of a century accomplished in a score of years. We dig down our hills and fill up our valleys by steam; and by steam we dash through the granite ribs of the Green and Rocky Mountains. It is not, therefore, wonderful that many should begin to rely upon the steam-engine to think for them. They do not see why, in the discipline of the mind, in the acquirement of knowledge, they can not accomplish the weary work their fathers did in some easier way. They wonder why they can not exchange the sweat and dust and fatigue of the pedestrian, as he laboriously ascends the hill of science, for something like HAWTHORNE'S Celestial Railroad, by means of which, seated upon air-inflated cushions, fanned by gentle breezes and cheered on by fair hands and smiling faces, they may, after a short trip, blow off steam upon the very apex of Fame's temple. To satisfy this 'fast' tendency of the age, men come along who promise to teach the whole science of Geology, Grammar, or Music, in twelve lessons! There are two names that may be regarded as representative of two widely-different classes of men in this country—WASHINGTON, and BARNUM; the one chiefly remarkable for never having told a lie, the other for never having told the truth. When men promise to teach any science in twelve or in twenty-four lessons, you may be sure they belong to the latter class—the humbug species.

The mastery of any science or any art is the work of years rather than days. The process by which it is to be done is the same in principle as that by which the Pyramids of Egypt were built, or by which the coral islands rear their heads from the very bed of the ocean—the process of daily accretion. He who will submit to the drudgery of daily acquiring knowledge may be wise; he who will not remains a fool. This is the inevitable law of our being.

Now, if music be studied in our schools a little every day, or twice a week, as the case may be, children will, in a series of years, learn to sing as they learn to read, so gradually that they can not look back and say 'Such a winter I learned to sing'. Its difficulties will vanish one by one; the whole process will resemble a recreation more than an irksome task; and the result will be, after a few years, that as many will learn to sing as learn to read. All will not be good singers, just as all will not be good readers or speakers; but all, with very rare exceptions, will learn to sing some. This is the testimony of all experienced and skillful teachers with whom I have conversed.

I am glad to say that the day is already past when music is regarded as a mere accomplishment. It is already esteemed by intelligent educators as a science to be studied—an art to be practiced for the sake of its salutary influence, physical, social, intellectual, æsthetical and mor-

al, at which we have glanced. It has been taught in the public schools of Boston for more than seventeen years, with the happiest results. So strongly has it already taken root as a permanent feature of the common-school system, that, in Massachusetts and other portions of New England, a teacher who can not sing, and to some extent instruct children in the art, can with difficulty find employment, and then only with inferior pay. Music is taught regularly in the public schools of New York City, and of most of the principal cities of the State, as well as of the leading towns of Ohio and of the Northwest generally, not forgetting the emporium of the Northwest—Chicago; while throughout this State, as far as I can learn, the subject is exciting attention and inquiry.

While there are many topics of a practical nature connected with this subject, upon which I should like to speak if I had time, I feel that they may safely be left to the good sense and rare ability that mark the management of educational matters in this State; I shall content myself, therefore, with offering a very few suggestions: The amount of technical knowledge necessary to commence instructing children to sing is really very little, and even if the teacher has none at all, if he can sing by rote with tolerable accuracy he is ready to begin. If he at first can sing only *Auld Lang Syne*, let him teach the children to sing *Auld Lang Syne*, and let him keep them singing *Auld Lang Syne* until he can learn something else. The advantage of this is that it all tends to cultivate the voice and discipline the ear. Children should learn to sing by rote before they learn musical notation, for the same reason that they should learn to talk before they learn to read.

In primary schools, filled mainly by young children, I should not deem it advisable to attempt to teach the technicalities of the science. In Prussia, Hanover, Saxe-Coburg, and other Germanic States where music is universally taught in schools, they attempt to teach children from four to eight years old little else in music than to sing by rote. After this period, or from the age of from eight to fourteen, musical notation is taught, and, whatever may be true of other parts of their much-lauded system, they are in this particular undoubtedly wise.

To succeed in teaching music, or indeed any thing else, the teacher needs to place himself in the attitude of the learner, and ask himself at every step, 'If I knew no more of this subject than my pupil here before me, how should I arrive at truth? what would be the most natural process through which my mind would be likely to pass?' If a teacher seriously asks himself this question, do you think he would begin to teach his pupils music by saying—'Children, music is the language of emotion; the science is divided into three grand departments—rhythmics, melodies, and dynamics; rhythmics relates to the length of sounds, melodies to pitch, dynamics to power'; and then have them repeat it over after him with as little idea of what it is all about as a parrot would have? No; he would say, 'That's not the first thing I should naturally learn—that's the last'.

The mind never begins to generalize on a subject about which it knows nothing. It first becomes acquainted with apparently isolated

facts and details. After it has been over these it is prepared to look at the subject as a whole; then, and not till then, does the mind ever generalize. Unfortunately, there is a great deal of teaching that begins at the wrong end of whatever is to be taught. Words, signs and technicalities are introduced before the pupil has the least idea of the various things that all this nomenclature is meant to represent. The consequence of such a course of teaching may be illustrated by an anecdote:

A gentleman visited a school not a thousand miles from here, and was asked by the teacher to examine a class in Geography. He began by asking "What is the Equator?" All very readily answered by reciting what they had committed to memory from the text-book—"The Equator is an imaginary line drawn around the Earth's surface equi-distant from the poles." He then asked "What is an imaginary line?" They looked at each other and especially stared at him, as much as to say, "This is a strange way of doing things! We go by the book." Finding that they could not answer, he said: "Suppose I should draw an imaginary line right across this room, about a foot from the floor, and you should all start to run across it, what would be the result?" "We should stub our toes and fall over it," was the unanimous reply.

If we attempt to teach music 'by the book' in this way, we must not be surprised if our pupils lack interest in every thing relating to rules and technicalities; and what little they do know of them will be of little more use than to parrots. The true teacher will aim to present one thing at a time, leading the pupil, as far as possible, to find out that thing for himself, by the use of his own observation and reason, rather than by telling him it is thus or so, thereby appealing only to his faith. This, I need not remind you, is the meaning of 'educate', from *educo*—to draw out. This is the fundamental principle of Pestalozzianism. To follow out the guidance of this system into the minutiae of teaching music in schools would be interesting, but I well know the value of your time on this occasion, and must leave this to the tact and experience of each individual teacher.

L Y R I C .

I.

Softly!
 She is lying
 With her lips apart.
 Softly!
 She is dying
 Of a broken heart.

II.

Whisper!
 She is going
 To her final rest.
 Whisper!
 Life is growing
 Dim within her breast.

III.

Gently!
 She is sleeping;
 She has breathed her last.
 Gently!
 While you're weeping
 She to Heaven has passed!
 Selected.

N E W S P A P E R S .

“PAPA, WHAT ARE NEWSPAPERS, AND WHAT DO THEY CONTAIN?”

ORGANS that gentlemen play, my boy,
To answer the taste of the day, my boy;
 Whatever it be,
 They hit on the key,
And pipe in full concert away, my boy.

News from all countries and climes, my boy,
Advertisements, essays and rhymes, my boy,
 Mixed up with all sorts
 Of lying (!) reports,
And published at regular times, my boy.

Articles able and wise, my boy,
At least in the editor's eyes, my boy,
 And logic so grand
 That few understand
To what in the world it applies, my boy.

Statistics, reflections, reviews, my boy,
Little scraps to instruct and amuse, my boy,
 And lengthy debate
 Upon matters of state,
For wise-headed folks to peruse, my boy.

The funds as they were and they are, my boy,
The quibbles and quirks of the bar, my boy,
 And every week
 A clever critique
On some rising theatrical star, my boy.

The age of Jupiter's moons, my boy,
The stealing of some body's spoons, my boy,
 The state of the crops,
 The style of the fops,
And the wit of the public buffoons, my boy.

List of all physical ills, my boy,
Banished by some body's pills, my boy,
 Till you ask with surprise
 Why any one dies,
Or what 's the disorder that kills, my boy.

English Paper.

AVOID all high-flown language. The plainest Anglo-Saxon words are the best. Never use stilts when legs will do as well.

THE DUTIES OF SCHOOL COMMISSIONERS.

AN ESSAY

Read before the Illinois State Teachers' Association, held in Chicago, December, 1856.

BY WILLIAM H. HASKELL.

WHAT are the duties of School Commissioners? How must they *perform* those duties, and what is to be their *reward*?

I propose, within the limited time, to make a few practical suggestions upon these queries, hoping they may reach many commissioners who may be aroused to greater diligence in their duties, and premising that these crude thoughts were gathered during a visiting tour as County Superintendent, and in the intervals of an exacting business.

Under our present system of schools, these questions, more than ever, demand our considerate reflection. As in every thing else, so in schools — 'there can be no excellence without labor'; but labor, to be efficient, must receive supervision; without it can be made no well-directed effort. The princely mansion that rears its lofty head, a monument of architectural triumph — the stately palace that 'walks the waters like a thing of life' — the thundering locomotive, with its welcome train, that rushes o'er its polished track with ready swiftness well controlled — *these* had never crowned the unwearied labor of the hand, nor head, had commissioned oversight failed to arrange and supervise. In the business world every successful enterprise requires and *receives* its due and necessary supervision. . . . Thus may we calculate as to the result of the great system of free education that now offers its equal privileges to the fast-increasing thousands of children in our own loved Illinois. From whence must that supervision come? We answer, from the call of duty, from those interested in the success of public schools, and especially from school officers. It would be an interesting theme to speak of this point as it relates to parents, but my subject allows me to deal with it so far only as it relates to the County Superintendent. He is a commissioner — one appointed to *execute*, to have an oversight, with authority to direct, and he *should* have a *seeing*, directing authority.

The duties of the school commissioner, as enumerated, are neither numerous in detail nor intricate in performance. He is the chief disbursing officer of the common-school fund expended in his county; through his hands the funds are distributed to the various towns, thence to the different districts, according to attendance. These duties, with

some times the control of an unorganized township-fund, and in some counties now and then the sale of school land, make up the *financial* requirements of the law.

But a higher and a nobler duty is to be performed; one, it is true, for which the remuneration is totally inadequate, but in the self-sacrificing performance of which the commissioner may gather golden sheaves in the rich harvest of usefulness. The *law* declares he shall visit the several schools in his county as often as practicable, note the common method of instruction and branches taught, and give such directions in the *art* of teaching as to him, with the directors, shall seem expedient and necessary. He shall do this as often as the condition of schools shall require it. And for this labor the commissioner is to receive the sum of *two dollars* per day! From this the traveling expenses and, in most villages, the wants of the inner man must be supplied; the amount then *saved* in a fifty days' tour, at a fair estimate, will not exceed twenty dollars, as the experience of the commissioner who stands before you has practically shown. Rather a forcible answer to the demand for supervision — a home missionary, without credentials!

The school law he must explain, and, if possible, make consistent; but, the present law being unnecessarily complex and inconsistent, this duty becomes one of exceedingly doubtful fulfillment. He is required to report to the State Superintendent the condition of schools in his county; but in order to do it correctly he is often called upon to visit different towns in person, to obtain from the records of the Town Board that necessary information which they have failed to return; for, if an *attempt* is made, the clerk of the Board often fails to report important facts which a little system and industry would readily provide. It is through the biennial reports of the School Commissioner that the State Superintendent is enabled to report the comparative progress of schools in the different portions of the State, and to perfect a system in its every part; therefore, the Commissioner must return the desired information.

Difficulties in different towns or districts are often submitted to his arbitrament without a full knowledge of the attendant circumstances, and upon his decision may rest the *stability* of a school, or the unity and efficiency of its organization. By his assiduity and earnestness directors may be aroused to a performance of their duties, and teachers receive a stimulus to exalted and progressive action.

Who is more responsible for the character and influence of teachers than the County Superintendent? What excuse has he to render, if teachers in his county are of that low, gambling, swearing, Sabbath-breaking, tippling class who dare invade the hallowed precincts where angels would almost tremble to stand? He must certify as to their morality; yet how inconsistent if himself be guilty of the same errors which should prove a barrier to them! In the examination of every teacher, *two* points at least should be well investigated — profanity and drunkenness. The tongue that would utter profanity should never resound within the portals of the school-room, nor should the wine-bibber enter its holy sanctuary!

What excuse can be given for the frequent incompetency of teach-

ers? But one; and that, I am well assured, has addressed itself to every Commissioner — *the demand for competent teachers has far exceeded the supply!* Can not something be done to insure a large increase of competent educators in our State. Can we not, must we not, have a Normal School to educate our teachers? The *principle* of the law is *correct*, in that it requires *qualification* to teach the 'seven branches', and nothing less, to be valid; but shall the Commissioner stand between the resident tax-payers of a district and their public money, merely because they have been unable to get a teacher qualified in all the branches? With the past and *otherwise* censurable leniency of examiners, there are many districts in the State where a school has never been taught; districts in which they desire and are prepared for nothing more than orthography and reading. I am aware that either extreme is injudicious; yet a *live* superintendent, by a *system* in granting certificates through a knowledge of the wants of each district, may do much toward elevating the standard of education in his county, and yet extend the influence of schools to weak and inexperienced districts; but, if he approach either extreme, he should be in favor of that strictness which may induce a desire and an effort for the employment of competent teachers.

Show me the county where the Superintendent has taken an active interest in the condition of schools — where he has sacrificed his time and convenience for the organization of a Teachers' Institute, and I will show you one in which improvement marks its schools, and practical progress its teachers. It is the Commissioner's *duty* to organize such an Institute. If pecuniary assistance is needed, let him go before his Board of Supervisors or County Commissioners' Court, and *in behalf of schools* ask for an appropriation to aid in procuring competent teachers for the Institute, and it will be granted; in no instance of which I have heard has it been refused. In Fulton county application was made for fifty dollars, and it was granted without one dissenting voice; different supervisors were present at the Institute by invitation, and were so well pleased with its labors that they pledged the Board for aid whenever the success of the Institute should require it. Let this duty no longer remain unheeded! Let an Institute be called; let competent teachers be *harnessed* for the work and share its labors and its honors; have a *working* body, and do not think a learned professor a *sine qua non*. If a competent leader is *wanting* in any particular branch, let one be employed by means of the appropriation, or let the Commissioner assume the position himself.

It is true, he is not required by the law to perform these duties; nor does it declare that he shall hold public meetings during his visiting tour; but the one is as necessary as the other; many duties are undefined and many necessarily implied. Take for example the one of which I have spoken — that of reaching the duties of parents by arousing them to their performance. Would not the visit to the school-room lose many of its beneficial results without the coöperation of parents? Could any greater punctuality be obtained without their assistance? But they perhaps are asleep upon every question of vital concern to the

school. In order to insure a successful visit to the school-room, the parents must be aroused; it is not enough, therefore, that the law has its literal performance; the Commissioner must do that which is necessary to insure the rewards of that which is commanded; he must labor with parents; must get them to attend an educational meeting; with the aid of a small circular distributed through the schools he can generally obtain a good hearing. Let him there present the *rights* and *wrongs* of the school in which they have a direct interest, and do it without fear or favor; contrast the school with others of more excellence, and strive to elevate the desires and feelings of its patrons. An *association* of feeling will be engendered; school officers will be aroused, because their negligence and its effects will then be seen; the teacher will receive new life, by *sympathy*, and greater interest and assiduity will mark the labors of his school-room.

Of one thing have I been fully convinced by a late visiting tour—that parents and tax-payers *do not know* the condition of their schools, their government, their system of instruction and its practical effects; otherwise they would rise as with one united voice and demand a reform, especially in the establishment of graded schools and a system of visitation. But *their* lethargy should arouse the Superintendent to nobler and more enduring action. He knows the excellence of graded schools; he knows the effects of visitation upon the teacher and her scholars, and feels full well they need that sympathy and coöperation which *aids because* it encourages. Parents know not these things; their ears, perhaps, have never heard the melody nor the discords of the school-room; their eyes have never seen the little world in miniature, in which their children act their daily part. No! efforts for the acquisition of wealth engross their time to so great an extent that they leave the education of their own loved ones entirely to the direction of the teacher, and he, perhaps, a stranger!

It is the work of the Superintendent to create in the minds of parents a healthy interest in public schools. Does he desire the elevation of schools in his county? Let him know the great *fulcrum* is to be found in the hearts of the people. Let that point be gained and half his work is done.

My third and last point: Whence cometh the reward of such a laborer? Not from the *two dollars per day*! What repays him for the loss of a competent business or the society of his family? What stimulates to action and keeps the fires of energy alive when the driving snow or rain o'ertakes him on his pilgrimage from school to school? Surely not the two dollars per day! I might add, Why plods he wearily on *foot* from town to town? *Two dollars per day to save!*

Not in the paltry sum that legislation gave can he find an approximate reward. 'Tis a nobler recompense repays his arduous toil! He sees, and seeing knows, that many labor without that considerate aim which gives to education point and aptness; his is the task to encourage the teacher in her well-meant efforts, and to make them practical; to draw around the school-room those kindly influences which elevate; to associate his teachers in their Institute, the better to qualify them

for the performance of their responsible duties; to dignify their calling, that *they* may be dignified.

While we can not expect our reward for these labors in the paltry remuneration which the law affords, nor yet in the favors which our fellow men do render, we can *hope* for a reward far higher, far nobler, and more satisfactory. It is the consciousness of having done our duty — of having done something toward the elevation of the children growing up in our midst — done something toward making them true men and women, by a liberal education, physical, mental and moral, well prepared to act their part in Life's great drama, and to exert an influence which shall be felt in the community around them; perhaps to become a bright star in the bright constellation of our country's glory. Even when our voices shall be silent for ever, and our bodies mouldering beneath the sods of the valley, we may see from the spirit-land the higher perfections of the humble labors we began. Let us work, then, with renewed energy and *self-preparation*, in the good work we have commenced, ever trusting for our reward in Him who holds the future in His hands, and forgetteth not the least of His servants!

EXPERIENCE. — NUMBER I.

MR. EDITOR: With your consent I will say a few words relative to my experience in the great subject of teaching. I have long delayed, hoping some one more able would lead off, and I might remain a listener. But to the subject.

About thirteen years since I commenced trying to teach the young 'idea how to shoot', and a poor try it surely was. I thought I knew a good deal until I made a trial of my strength in the school-room, when, lo! I had *every thing* to learn. I could not even teach the first principles of orthography, viz., the sounds of the letters. I was only a tolerable reader, and my arithmetical knowledge was confined within the lids of some five or six books treating upon the subject. In short, I had to begin, and study *why* and *wherefore* from the beginning. I had no system, and so imitated as near as I could what I saw others doing. I supposed it was best to keep my face in a continual frown, which I did for a time, but soon found "Like teacher, like school." I also soon found that more was needed to render school pleasant and profitable than mere book-knowledge. I thought it best to follow in the wake of my predecessors in the matter of exhibitions; so I had one, which took up the last six weeks of my school in preparatory exercises — such as foolish speeches, dialogues, songs, etc. The exhibition came off. My patrons were deceived; the children's time worse than wasted; and I greeted with unmerited

praise. This was my first and last exhibition. I have since attended quite a number, all of which resulted in a similar manner. I am much in favor of public examinations, provided they are properly conducted—that is, let the pupils know from the beginning that they will be subjected to a public investigation at the end of the term of *all* they have studied, and not a few *picked* questions for the purpose of deception.

In my next I shall sketch my plan of teaching some of the different branches, etc.

RILEY M. HOSKINSON.

RUSHVILLE, Illinois.

TOOLS AND INSTRUMENTS;

OR, THE TRUE USE OF TEXT-BOOKS.

AN ESSAY

Read before the Illinois State Teachers' Association, held in Chicago, December, 1856.

BY CHAUNCEY NTE.

No set of tools will supply the place of tact in the method of use; but tact will some times compensate for deficiencies in implements. OLE BULL will play a good tune on a poor violin, and he will play a better one on a good instrument. The music, then, is really in the man; and the superiority of the better instrument is valuable only as aid. By whatever means and in whatever way he applies himself, it is music still.

In *teaching*, if the thing exists in the *man*, it will usually be found in the *subject* and in the *occasion*. Formality and rule, beyond what is required for harmonious operation, only render the routine of school duties still more monotonous. In the use of text-books there is a right and a wrong way; but in particular instances the teacher is to judge which is the right and which the wrong. Out of the one grows the development of many good habits; out of the other that of as many bad ones.

Every thing that we are in duty bound to teach is not found in books. These pertain mostly to the training of the intellectual faculties and the powers of mechanical execution. A large part of the matter for thought which the pupil tries his powers upon is contained in them. The philosophy is found here. They also supply in all cases most of the in-

formation that the scholar gets, and in too many the whole. To one class of teachers they are the nucleus about which every thing is gathered that can be which will interest and inform the pupils; to the other they are all that can be presented upon the subject. To the one the book is *a* way of doing a thing; to the other it is *the* way of doing it. To the one it is an aid, to the other a necessity.

Every object and principle in nature or science affects the mind with an intensity proportionate to the acuteness of perception. Principles, clearly seen in their origin, and understood in their relations, are the mind's charmers, the excitants of enthusiasm. We are not to suppose that the vibrations which entered the ears of MOZART or BEETHOVEN were more thrilling than those heard by the most unconcerned listener; nor that the tints which MICHAEL ANGELO and RAPHAEL saw were more brilliant than any others. Those understood the relations of sounds; these the relations of light and shade. And each glowed with a growing fervor and a growing zeal as the premises of his art became more familiar and distinctions more delicate. Hence, the necessity of a well-defined knowledge of first principles and definitions seems to spring out of the *nature of mind*. This is the threshold at which many a tyro has stumbled, and ever after been unable to gain a firm stand-point. The first use of the text-book, then, is to make it define its position.

In study, *time* can not fully compensate for vigorous application. A subject may be mastered in one hour, or by moderate effort it may be mastered with equal thoroughness in two hours. Now it may be that the benefit derived from the performance of a given task does not vary inversely as the time expended, but certain is it that he who takes hold of a subject with all the mental manliness that he has secures to himself an efficiency which less energetic exertion never reaches. The majority of mind with which we meet in public schools is scarcely capable of close application. It is governed by impulse. The merest accident snatches off the attention in the midst of a demonstration, and the boy's course of reasoning falls, like his block-house, into ruins. Again: If the pupil has a will to resist every foreign influence, is it then sure that he will make the best of his time? Let the number of studies be sufficient to fill up the whole of the time with vigorous effort, and will there not be danger of frequent and hurried interchanging, and consequently of partial distraction? And if this be the case, is it not enough to put the book into the pupil's hand and hear him recite at the appointed time? The recitation-hour affords opportunity to awaken an interest in the coming lesson and point out the best method to be pursued in preparation. But in schools where the exercise is necessarily short, if the scholar constantly has his book at hand can sufficient attention be given to the cultivation of *speed* in mental operations? How would the advantages and disadvantages of allowing the pupil to have his books but for a stated time compare with the course usually pursued? *Previous preparation* should be such as to render text-books unnecessary at the time of recitation, unless it be an exercise similar to that of reading or spelling. In most cases where the text-book is closely followed, it is probably the best that can be done under the circumstances. No teacher who clearly understands the subject in hand will be

willing to be incumbered by it. If the pupil has mastered preceding lessons and studied faithfully the one before him—if the teacher has mastered the whole—if books of reference have been consulted and a plan of operation determined upon, it makes but little difference with the teacher who is a teacher whether the text is used or not.

A principle is a veritable thing, having a beginning and an end, various in its capability of application, but always the same. To make it plain, comprehension must encompass it. It must be kept before the mind till its parts are located and its most important relations are traced out. It must be studied *as a subject*, and not as a number of pages of the text. It must be varied and looked at from more than one position. We define *words* by means of synonymous expressions. The word itself is no available definition of itself. And thus the text-book, which is, or ought to be, only a compend of the science, can not through its own explanations become really clear to the pupil.

The *practical* application of what is learned is a matter replete with importance in this utilitarian age and country. The pupil of a formal book-knowledge may be thorough in his way, and yet detect no connection between what he studies and what he hears, sees and does. Many a young geographer who can answer the questions promptly would find himself at his wit's end if asked whether he ever saw the earth or not. The boy who at length found one question in the lesson that he could answer, and whose eye brightened as he declared that Connecticut River was behind the barn, had a more *practical* knowledge of the subject than some of his class-mates, who laughed at him, and who could give a description of the river, word for word. The same can not be said, however, of the girl who was sure that Turkey was at home, in the yard, with the rest of the poultry. There was also an exhibition of philosophy, quite as satisfactory as is found in many other instances where more book-phrases are used, when the pupil said that he wrought his example thus and so to 'fetch it'.

To be able to hold the attention of the class is the right arm of the teacher's power. To pretend to instruct without this is mockery. The true teacher, with a subject so clear as not to deaden the natural intonations of voice and the magic eloquence of the eye, will easily secure and retain the attention; but, whatever be the ability brought to the task, unless the subject *be clear*, and independently handled, interest will flag. The questions, which in the mind of the pupil are frequently the only things that have any connection with the answers, become monotonous, and as potent in soporific influence as the 'ninthly' and 'tenthly' of a dog-day sermon.

Let, then, the premises be made clear; let the circumstances be such as to produce vigorous study; let there be no necessity for the text-book at the time of recitation; let illustration and language be varied by the use of synonyms; let it be required to go over the book but once; let order and neatness be cultivated in the use of all the tools of the school-room, and the object will be sure. We will then have independent thinking and sensible talking. The first principles will, in reality, become the seed, which shoot up, bud and blossom, as the pupil progresses, and finally ripen into the fruit of mental strength and utility.

R A N D O L P H C O U N T Y .

MR. EDITOR: I sit down to communicate to you a fact which may mark an era in the history of education in 'Old Randolph'. 'Egypt' is gradually 'waking up', and county after county is wheeling into the ranks—some in advance but more in the rear of their northern sisters in the great cause of educational enterprise. We have at length formed a 'Teachers' Association'. The proceedings you will find in the *Ches-ter Herald*, with which I am informed you exchange. The meeting was not large, but all seemed to be animated by a hearty zeal in the good cause. I trust you will find that we have (or are) some 'live teachers' in 'Egypt', and that 'Old Randolph', the first settled (Kaskaskia, settled by the French in 1682, is in this county), is *not* the last in all commendable enterprises; and that, though we can not as yet cope with many of our northern sisters, we shall not be left entirely out of sight. I find that you have (unintentionally, of course) done us great injustice in the statement of the number of subscribers to the *Teacher* in this county, having reported only *half* the actual number—one instead of *two*; and I am happy to know that that number is about to be *doubled*. I hope it may double many times more, though we shall not enter into the lists for the *banner* yet. I shall claim, however, to have been the first in the county, unless Mr. BURKE, of Liberty, can establish priority.

'Egypt', my dear sir, is bound to become enlightened. I wish, however, to correct a general misapprehension as to the significance of its provincial appellation. It is generally understood as designating a land of *darkness*. Now to this I demur. Darkness was not the prominent and peculiar characteristic of old Egypt. It is true that there is darkness here, and a darkness, too, which may be '*felt*'—it was *felt* in the last Presidential election; I am, you will perceive, a Republican, as a majority of the teachers are. The true significance of the term is this: It was first settled; but when the interior counties began to be settled the settlers had nothing to eat for a time after their arrival. But there was *corn* down here, and they supplied themselves here. Thus it sustained the same relation to the more northern parts of the State as Egypt bore to the 'rest of mankind' during the seven years' famine. And in regard to the *res frumentariae* we still retain our prominence—'Old Randolph' having borne off the palm in raising wheat from the rest of the State at the Chicago Fair. Now we hope that it will not be used hereafter as a term of reproach—at least by those whose fathers may have been dependent upon us for bread.

Allow me to make an inquiry: As we are all green hands in reference to the mode of conducting Teachers' Associations or Institutes, can we not prevail upon some of you to come down and assist us at our

meeting in September next? It is designed to be of a mixed character, partaking of the nature of an Educational Association, composed of all the earnest friends of education, and of a Teachers' Institute for the mutual benefit of teachers. In reference to the latter, especially, we should like to have some assistance from some person of experience in such matters. I feel the more responsibility in this matter, not only as President of the Association, but that, as the Principal of the principal (excuse the tautology) Academy in the county, I have the charge of considerable numbers of teachers—having sent out more than a baker's dozen this spring. I have, however, obtruded myself upon your editorial patience too long.

M. M. BROWN.

P.S.—It 'snew' nearly all day yesterday, and blew, too, and 'friz' hard last night, and 'thew' some this morning. The fruit is all killed, I suppose.

SPARTA, Illinois, April 6, 1857.

COMPOSITION-WRITING.

BY O. H. BRITT.

CHILDREN are fond of stories as soon as they can comprehend the language in which they are couched, and will, by very slight inducements, narrate such simple little stories as they have heard at different times; for they always make a deep impression upon young minds. Let a teacher announce to his school that he will at such an hour tell them a story, and every eye will beam with delight, which shows how easily the young mind is awakened. Then, after the story is told, he may pleasantly ask some one to tell the same in his own language, which in most cases will be performed, perhaps reluctantly; but encourage and give them the privilege on some future occasion of recalling it, and even of telling some new stories. After an interest is thus awakened in telling stories, ask all the school to observe carefully what they see on the way to and from school, or wherever they may be, and tell it when the next story-hour arrives; and, if they can write, perhaps let them write their observations on a slate or paper, and those who can not write may be permitted to rise and relate orally. This exercise need occupy but fifteen or twenty minutes each day, and, if conducted properly, the whole school, with very few exceptions, will engage in it with enthusiasm. But in order to keep an interest in such an exercise, the teacher must never, by word, look or gesture, discourage the feeblest effort of the weakest pupil, but always make it a familiar little pastime, full of pleantry.

The teacher must vary the subject as the case may require, carefully watching the budding mind and feeding it with such food as its strength demands. A school taught the art of composition in this way for any considerable length of time will never be at a loss how to express their thoughts. But some may ask, Is it practicable in our country schools? I answer Yes, perfectly so. Allot fifteen minutes every morning to it, and husband your time in other recitations during the day to that number of minutes. It will pay you ten-fold, in creating an interest not only in the children, but in the neighborhood, and leave you a consciousness of having benefited them more than you would otherwise. Will you try it?

WHAT IS A PROFESSOR?

BY P. ATKINSON.

"WHAT is a Professor?" said I to a fellow teacher, the other day. "A professor," said he, "is a man who has been regularly installed by a board of trustees as teacher in some department of science in a college." Now this was precisely the idea I had formed, but, having heard the term used with such extensive latitude, I had almost begun to doubt whether my opinion was correct.

Professors, now-a-days, seem to be almost as plenty as prairie-chickens. The ease with which the title is acquired is certainly astonishing, especially if it retains all the literary honor which we have been accustomed to attach to it. In order to be endowed with this honor it is not necessary now to spend years of severe labor in mental discipline and literary research, and yet other years in making what is thus acquired beneficial to society. Just get a sufficient knowledge of the common English branches to squeeze through a school-commissioner's examination, add to this a little smattering of Natural Philosophy, Algebra, or Latin, all of which can be done in a few months, get installed in some twelve-by-sixteen-feet school-house, with sixty 'Young Americans' under your charge, and you are at once a professor.

Or, if this process be too tedious, buy a magic lantern, with astronomical slides; study astronomy one week; write a lecture, no matter whether it is correct or not, if it only seems very learned and has a good supply of bombast. Even if you should happen to make Mercury twelve times larger than Jupiter, no matter; call it a new discovery and let it go. Or, if you have not gumption enough to write a lecture yourself, get some kind friend to prepare it for you, and thus equipped go forth and put up your hand-bills: "PROFESSOR ———, THE WORLD-RE-

NOWNED ASTRONOMICAL LECTURER, will Address the Citizens of this Place To-morrow Evening, Illustrating the Science with his NEW AND SPLENDID APPARATUS," etc., etc. And, as you pass along from place to place, do n't forget to pay the publishers of the village newspapers for puffs, and your name will soon be heralded throughout the land.

I once had an application for the use of my school-room from one of the magic-lantern professors, and had preserved his hand-bill among my literary curiosities. I regret that I am not able to find it, as I fear that any description which I might attempt would not do it justice. It was certainly a rare specimen of composition. The Professor's mind does not seem to have been overburdened with a knowledge of English Grammar, however thoroughly he might have been posted up in magic-lanternism. Doubtless he was so absorbed in exploring the mysteries of nature by the magic light of his lantern that he could not descend to the trifling technicalities of language. English Grammar formed no part of his professorship.

The term *professor* necessarily implies that something is professed; thus we have Professors of Natural Science, Languages, Mathematics, etc.; but what is our one-horse school-master or our friend of the magic-lantern professor of? Why, he is just *professor*—that's all; he has the title, and what matter whether it stands for any thing or not? Such professors remind us very much of those bank-notes which we call 'shin-plasters'.

If the title is of any value, let it be applied to those only to whom it legitimately belongs. If it is an honor, let those wear the honor who have rendered themselves worthy of it; it is their property, and a false assumption of it by others is an infringement of their rights; for, if it is assumed at pleasure by every traveling lecturer or village school-master who may wish to gratify his vanity or make a dime by imposing on the public, it ceases to be a mark of distinction and becomes a term of burlesque. Such unwarranted assumption must be regarded as a most consummate piece of vanity, and the man who is weak-minded enough to resort to such means to gain a reputation, doubtful at best, is unworthy of the public confidence. "A good name," says the wise man, "is rather to be chosen than great riches." Such a name certainly is not to be despised. A man's reputation is the only means from which those who are not personally acquainted with him can judge of his qualifications for his business and profession; but if, after all, it is found to be undeserved, the reaction of public opinion against him will more than overbalance what was gained by a false assumption.

The rank is but the guinea-stamp,
The man's the gowd for a' that,

For a' that and a' that,
His dignities and a' that;
The pith o' sense and pride o' worth
Are better far than a' that.

But what shall we say of those who are dubbed 'professor' against

their will? A man surely is not to be held responsible for the acts of others unless he indorses those acts.

A young teacher of our acquaintance, who had scarcely begun to be A. B., and was yet unsophisticated in regard to the 'properties and accidents' of a teacher's life, being met one day by a gentleman of the clerical profession noted more for size than density of brain, was addressed by the latter as 'Professor' ———. 'Professor', thought our young friend, 'Professor'! *Mirabile! Sum Professor?* He was bewildered. Having but just emerged from college, his notion of a professor suggested an aged and venerable personage with knowledge and wisdom beaming from his countenance and dropping from his lips, and he wondered how he had so quickly doffed the character of 'green student' and donned that of the reverend sage. Such a metamorphosis surpassed any thing of which he had read in OVID. He had yet to learn that those narrow, contracted notions he had acquired in those 'green retreats where science dwells' were altogether unsuited to the popular notions and liberal views of the wide world.

I have often wondered whether mechanics and artisans would not become dubbed with the 'honorable title', as well as their more literary brethren, so that we should have professors of blacksmithing, shoemaking, boot-blackening, street-sweeping, etc., etc. And I must confess I was not much surprised, though considerably amused, on meeting with the following, lately, among the advertisements of a newspaper published in an adjoining county: 'Professor SAMBO ———, Barber and Hairdresser'! If *professor* means one who is thoroughly acquainted with what he professes, there can be no doubt that our friend SAMBO is better entitled to the honor than a large majority of those who assume it.

SOUTHERN ILLINOIS.

MR. EDITOR: The cause of Education is looking up in Southern Illinois. We have many fine common schools — some of a higher order, besides a fair proportion of from middling to indifferent; but one of our greatest difficulties is to get teachers, in consequence of which many districts have to do almost, or entirely, without schools.

'Egypt', however, is exhibiting some signs of life; she is waking up; for though, like good old RIP VANWINKLE, she has been slumbering for so many long, long years, yet with the vigor of a giant she is girding up her loins and buckling on her armor to enter the lists, and ere the North is aware she will place her *hors du combat*, seize her crown and bear it exultingly away. The northern part of the State, so far, has, to some extent, kept ahead of us in educational matters, but

there is a reason for that. Southern Illinois has been cried down as a place fit only for marauders and outlaws, while the North was proportionately puffed; the consequences were, emigration and wealth flowed into the one, while the other was neglected; consequently the North is developed, while the South has been comparatively neglected. But she is destined, at no distant day, to outstrip all her rivals in the march of improvement.

These are no vain words, for she has the materials and she will use them. Her sons are good men and true, and can measure arms with the tallest in the land; men of giant intellects, who dare to say and do, stoop to none, and laugh at impossibilities. Therefore, man yourselves for the fight, put on your shields and bucklers, burnish your spears, whet your swords, for you will need them.

You know what you are and what you can do. Your schools, internal improvements, agriculture, commerce and manufactures are in full blast, while Southern Illinois has lain waste and almost forgotten. But a new era is dawning upon us, and, Minerva-like, we shall soon burst into the grand arena and fight for the crown. "When Greek meets Greek, then comes the tug of war."

Our resources are almost unbounded, with a climate superior to yours, better health, plenty of timber, and a fertile soil, producing abundantly corn, wheat, rye, oats, fruits, vegetables, grass, grapes, tobacco and coal, while we can raise stock of a fine quality.

Our western, eastern and southern shores are washed by 'La Belle Riviere' and the 'Father of Waters', bearing on their ample bosoms the untold wealth of distant regions, while the Illinois Central drains all the country to the Lakes. The Mississippi rolls away from our doors to the fair and sunny South, begirt on either side by immense systems of railroads, grasping the shores of the stormy Atlantic on the one hand, and the placid Pacific on the other. Set one foot of your compass in Cairo and describe a circle whose radius shall be two hundred miles, and then, map in hand, examine its arc, embracing Southern Illinois, and say whether there is another spot on the face of this green Earth that promises as much as it does.

I once heard of a gentleman who said Paducah was within eighty miles of the centre of the World, and that point was Cairo, and I don't know but he was more than half right; at all events, it is the natural centre of the Mississippi Valley. At this point, at no distant day, will be reared a city that will rival even Chicago herself.

But, you will say, what has all this to do with the subject of Education? Much, every way, for it shows that 'Egypt' has the resources to raise her to the very acme of intelligence, happiness and prosperity. Emigration and wealth will continue to flow into her borders, while the horn of plenty will pour its contents into the laps of her toil-worn children. Towns, villages, churches, school-houses and railroads will fill every nook and corner of the land, and a thriving and intelligent race will enjoy and improve them.

Then let the teachers of Illinois exert all their powers to keep the intellectual and moral part of the machinery in harmony and side by side

with the physical. We owe it to ourselves, to GOD, to the community, and to posterity. Let us raise our standard high — let *Excelsior* be our motto, leaving old-fogyism in the land of forgetfulness.

Adopting the motto of one of our medical journals,

“Seize upon Truth where'er 't is found,
On Christian or on heathen ground,
Among your friends, among your foes,
The plant 's divine where'er it grows.”

Respect ourselves, and the community will respect us. Consider ourselves the equals of any, whether high or low, and engaged in a high and holy calling. Say to croakers, as one of old, We have n't the time to come down and talk with you. I am a practical teacher; I know its joys as well as its toils and cares and vexations and sorrows. I have had charge of the Marion School, aided by two assistants, during the past winter, and am still engaged; but it is a laborious and oftentimes a thankless calling, and one which, if well followed, will make a man or woman prematurely old and gray.

A truce, however, for the present. ‘Egypt’ would like, exceedingly well, to shake hands with the teachers of the North at an annual or semi-annual meeting of the Association of Illinois Teachers, at Carbondale, seventeen miles west of us, on the Illinois Central. I feel assured that they would enjoy a peep into the shades of this land of Darkness. It would give a great impetus to the cause in this part of the State, which would be felt many days after their adieus. Carbondale is of easy access; there they would find open hearts, open hands, and open doors. So mote it be!

WM. R. SCURLOCK.

MARION, Illinois, March 24, 1857.

SPRINGFIELD CITY SCHOOLS.—The third term of the City Schools commenced on yesterday, under the most favorable auspices. The number of students promises to be fully as large as at the last; and, as the organization is more efficient than ever before, their progress must be proportionately gratifying. The following are the names of the teachers:

First Ward.—Rev. F. SPRINGER, Principal; B. PARKS, First Assistant; Miss SARAH RUMSEY, Miss A. M. GABEL, Miss M. E. SPRINGER, Miss J. JENNINGS, Miss A. M. EASTMAN, Miss E. R. WRIGHT.

Second Ward (in the basement of the First Presbyterian Church).—Miss TURNER.

Third Ward.—A. W. ESTABROOK, Principal; J. L. WILSON, First Assistant; Miss A. WILEY, Miss F. WILEY, Miss O'LEARY, Miss J. HYDE, Miss J. E. CHAPIN, Miss F. CAMPBELL.

Fourth Ward (in the basement of the Baptist Church).—Miss SARAH F. BENNETT, Miss JENNIE ROBERTS.

We trust that during the present season the Common Council will make the necessary provisions for the erection of new school-houses in the Second and Fourth Wards, to correspond with those already built. They are much needed.

Springfield Journal.

EDITORS' TABLE.

DISTRICT-SCHOOL LIBRARIES.—The plan for getting up District Libraries suggested in the last issue of the *Teacher* seems to have found favor with the 'powers that be', and, so far as heard from, with every body else. Our new Superintendent has demonstrated his efficiency by the prompt action he has taken in this matter. It is to be hoped that ere another twelvemonth has come and gone a large majority of the school-districts of the State will possess themselves of one or more of these libraries.

We have examined with a good deal of care the catalogue of books recommended by the State Superintendent of Public Instruction for the 'Illinois District-School Libraries', and find it an exceedingly valuable one. We understand that the selection was made, at the request of the publishers, by a committee of teachers and agriculturists, embracing several eminent names. The books will be found *readable* and *instructive*. More anon.

LEE COUNTY.—This is undoubtedly the 'Banner County' this year. The Supervisors have generously subscribed for two hundred copies, and the individual subscribers are numerous. WRIGHT and EBERHART hail from this region. The Convention at Dixon, a few days since, is represented as a perfect triumph. The good ladies of the place quite outdid themselves, and fairly took the whole eight hundred by storm. A full account will appear next month.

FRANKLIN GROVE, the residence of SIMEON WRIGHT, Esquire, President of our Association, is becoming celebrated for its good school. Of course.

LOCATED.—The Normal University will be located at the next meeting of the Board of Education, the fifth of May.

T. J. CONATTY has been appointed Principal of Peoria High School.

TEACHERS' MONTHLIES.—The craft in Massachusetts, New York, Ohio, Pennsylvania, Michigan, Wisconsin, Indiana, New Hampshire, Rhode Island, Connecticut (so we have understood), Kentucky, North Carolina, Iowa, Upper Canada, Lower Canada (French and English), and our own State, luxuriate every thirty days, more or less, in the choice productions of the choicer men and choicest women among the magnates instructorial. Each of these invaluable periodicals is furnished at the incredibly low price of *one dollar* a year, *always in advance*, with the exception of the one in Kentucky and the one in North Carolina, which engage to furnish the very best suggestions and latest information for the infinitessimally low price of *fifty cents* per annum, also in advance. We, ourselves, if you may credit the marvel, have read all of these we could get for the past year, and, of our own free will and motion, unbiased and unbribed, do now certify and asseverate, in the presence of these witnesses (you, dear readers), that they are worth their price and a '*little more*'.

Rev. Mr. HEYWOOD, of the *Southwestern School Journal*, Louisville, Kentucky, showed us his benevolent face some weeks ago. We became his friend at first sight, and only ask that the features of his cultivated mind and excellent life may be as ineffaceably stamped upon the teachers of Old Kentucky.

Mr. McMYNN, of the *Wisconsin Journal* (Racine), is of medium hight, with massive head and chest, and in the flush of manhood. He is an actual daily laborer in the school-room, and the teachers way up North regard him as a kind of ACHILLES.

We must let the other editors escape this time.

PRIZE ESSAY.—Will be published next month.

THE second Fifty-Dollar Prize Essays, on 'The Common Schools of Illinois—their Condition and Necessities', must be in the hands of the President, SIMEON WRIGHT, Esquire, on or before the first day of July. Of course, any one can compete for this prize.

HON. W. H. POWELL, the Superintendent, has been confined to his bed for two or three weeks past.

DECATUR.—The citizens of Decatur lately held a public meeting and, with one consent, invited the Board to appoint the next meeting of our State Teachers' Association there. This point can be easily reached from almost any part of the State, and certainly has strong claims.

HAVE WE A MAGAZINE AMONG US?—Years ago a conceited Islander contemptuously asked ‘Who reads an *American* book?’ Had a Yankee stood near he would have retorted ‘Who don’t?’

Who reads a *Western* magazine? This inquiry is provoked by the receipt of the first number of a profusely-illustrated and neatly-printed monthly of one hundred pages, yecept *The Chicago Magazine*. The appearance of this publication marks an era in the progress of the Northwest. “Its pages reflect the brightest scenes of our beautiful country and the adornments which civilization has added to them, by artistic views; and its letter-press chronicles the history of that civilization and the trials and adventures of its pioneers, and embalms the past in the memory and spirit of the present.” Terms \$3.00 per year, in advance. Address *Chicago Magazine*, Chicago, Illinois.

BOARD OF EDUCATION OF THE CITY OF BLOOMINGTON. — The City Board of Education met on Monday evening, and was organized by the election of C. P. MERRIMAN, President, R. O. WARINNER, Secretary, and O. T. REEVES, Treasurer.

Messrs. O. T. REEVES, JESSE BIRCH, and GEORGE O. ROBINSON, were appointed Examiners, and O. T. REEVES chosen School Superintendent.

B. G. ROOTS. — An excellent letter from this gentleman appears in the *Perry County Times*. He is at work. He says:

If the teacher of any common school in the Ninth Congressional District, within twenty miles of any station on the Illinois Central Railroad, would like to have me visit his or her school, and will let me know it, giving particular directions by what road I should proceed from the nearest station to the school-house, I will try to be at the school-house within a month after I get the word.”

The ripe experience of Mr. ROOTS as a teacher, his good common sense and excellent judgment, eminently fit him to be of service to the common-school teachers of his district. We hope they will keep him traveling from one school-house to another until a revolution shall have been wrought in the manner of managing and instructing the common schools.

WE find the following in the *Bureau County Democrat*:

A BEAUTIFUL BANNER. — Being at Dr. CHAMBERLAIN’s residence a few evenings since, we were favored for the first time with a sight of the beautiful ‘Educational’ banner, presented by Mr. HOVEY, editor of the *Illinois Teacher*, to Mr. A. B. CHURCH, our school commissioner, as a premium to Bureau county for the largest or longest list of subscribers (250) to that excellent publica-

tion. It was presented at the recent meeting of the State Teachers' Association in Chicago, with appropriate ceremonies. The banner is of silk, and is very chastely and tastefully decorated, being trimmed with gilt fringe and embellished on one side with an open book in the centre, surrounded with *fac simile Illinois Teachers* (in pamphlet form), and on the other side with the words 'EDUCATIONAL. (250.) Bureau, the Banner County for 1856', elegantly painted and gilded—the variously-colored letters being so arranged as to give a most pleasing effect to the whole side. The 'getting up' of the banner reflects much credit upon the taste of Mr. HOVEY, as well as upon his character as an ardent and efficient advocate of the educational interests of the State.

Mr. CHURCH, notwithstanding some eccentricities of character—which, by the way, have their origin in no improper or unworthy meaning or motives—deserves well of the public and of posterity for his earnest devotedness to the cause of general education: and this banner, as a tribute to a zealous laborer in so good a cause, could not have fallen into more worthy hands. The warrior-chieftain who receives a sword in token of public gratitude for his services, is often less worthy of praise than the quiet, unpretending *moral* hero, who spends his hours, his days and years in ministering to the mental wants and developing the diviner attributes of humanity—in disseminating the seeds of 'peace on earth'; and few have devoted so large a share of their energies and time in this way as Mr. CHURCH. He appreciates this banner, presented as a tribute to his merits as a zealous promoter of mental and moral enlightenment, more highly than any chieftain his token of public gratitude, and we honor his honest pride in thus appreciating it.

The banner was designed by Mrs. HOVEY, and painted on the side with the open book by Miss SARAH ADAMS, of this city, and lettered on the other side by Mr. J. A. BUSH.

GOOD NEWS. — The Shawneetown Free School closed its winter term with a Jubilee Examination, at which a goodly number of parents and friends gave cheer by their presence.

Mr. JACKSON, our school commissioner, made some timely remarks upon the responsibilities of teachers, but that home influence gave the first bend to the mind, and that encouragement of the parent was indispensable to the child's improvement and well-doing.

The classes, though limited in time, did themselves credit, showing that they were not drilled for the occasion, but had a thorough knowledge of their studies.

I really believe that our sympathizing friends of the North, who think us groping along in darkness profound, when they go down to Egypt to fill their sacks (for I can think of nothing else that will induce them to go), will exclaim, 'And verily we found minds there as ripe as their corn'.

The *Illinois Teacher* was awarded as a premium to several scholars for decided excellence: THEOPHILUS WILLIS, for perfect deportment, not being absent nor tardy; and ALICE WILLIS, having a like report, received the same. Davies's Arithmetic — BLUFORD B. WILSON and MARY GOLDEN standing the same, each entitled to a *Teacher*. Stoddard's Mental Arithmetic — LITTLETON SYMMES, BASILE JONES, HENRY ELLIS; superlative degree of good applied to the three and were awarded alike. Clark's Grammar — VIRGINIA SLOO and SARAH EDWARDS; both gained the prize.

And may the effort made to win a small reward be put forth with a deter-

mined energy by all to gain the great prize, Knowledge, which, the wisest hath said, 'is more precious than fine gold'.

M. J. S.

We do not exactly know what 'our sympathizing friends of the North' think about Egypt, but we of the *middle latitudes* concede to them all they claim — equality. Will that do, Mary?

PHILADELPHIA, Pa., March 26, 1857.

MR. EDITOR: As the Legislature of Illinois at its recent session passed an act establishing a Normal University for the education of common-school teachers, it may not be uninteresting to the numerous readers of the *Teacher* to know that other States are becoming awakened to the importance of such institutions. I clip the following from the reported proceedings of the Pennsylvania Legislature, now in session at Harrisburg:

MR. COFFEY, of the Senate, introduced into that body a bill providing for the establishment of a system of Normal Schools, where persons of both sexes may be properly trained for the profession of teachers. It is the desire of all the friends of the common-school system who have made themselves familiar with its wants and requirements that some system of educating teachers may be adopted. The great difficulty that common schools labor under arises from the ignorance and incompetency of teachers. The county superintendents' reports show that this difficulty exists in all parts of the State. There is but one remedy, and that is the adoption of a general system by which teachers may be educated and the standard of qualification raised and improved.

Yours, etc.,

G.

MORALS FOR THE YOUNG, written by EMMA WILLARD and published by A. S. BARNES AND COMPANY, New-York, is a little work of considerable merit, and, although it may not rival *Cowdery's Moral Lessons*, it is certainly a valuable auxiliary. The more such books we have, the better.

THE CHRISTIAN SENTINEL, of the same size and general appearance as the *Teacher*, and published at this office, is edited with ability, and abundantly deserves success. Reverend I. N. CARMAN, resident Editor, is a poet, scholar, and divine.

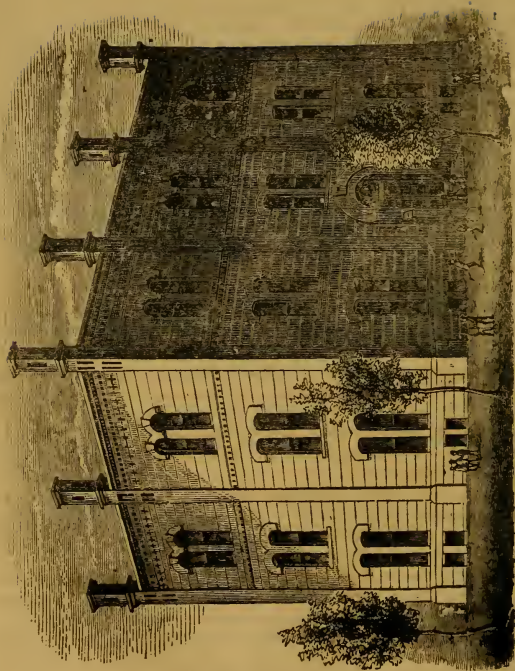
THE MEMENTO, an Odd-Fellows' Magazine, published and edited by NASON AND HILL, seems to be all the rage now. We do not object to its success, inasmuch as merit has a right to succeed.

MARRIED — In Kenosha City, Wisconsin, by Reverend Mr. BRAND, Mr. H. O. COOPER, of Canton, and Miss ABBY WELCH, of the former place.

MR. COOPER is a teacher, and we suppose Mrs. COOPER *was*, but her 'occupation's gone'. "*Seruis in cælum redeat!*"

STATE TEACHERS' ASSOCIATION. — The *Illinois Teacher* is in favor of holding the next session of the State Teachers' Association in some town in Southern Illinois. We suggest that Paris be selected as the place. Our town is easy of access by means of the Terra Haute, Alton and St. Louis Railroad, and we think that we do no more than justice to our citizens when we say that they would gladly welcome among them the teachers of the State who might attend, and would extend to them a generous hospitality.

Paris Blade.



PUBLIC SCHOOL No. 1, N. CHICAGO, ILL.

ILLINOIS TEACHER.

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JUNE, 1857.

No. 6.

CHICAGO PUBLIC SCHOOLS.

DESCRIPTION OF THE BUILDING NEAR THE ORPHAN ASYLUM, IN DISTRICT TEN.

BY THE ARCHITECT, FRANCIS FOSTER.

THE main body of the building is 78 by 58 feet, with central projections 17 by 2 feet, making the width of the building at the centre 62 feet. The first and second stories are each 13-feet stud, and the third story is 16-feet stud. The partitions between the school-rooms are all deafened with brick nogging. The exterior walls of the first story are 16 inches thick, the remainder 12 inches thick, laid with the best Chicago bricks. The underpinning is three feet above the surface, and, together with the exterior window and door trimmings, is composed of the best of white Athens stone, with 'drove' margin and bush-hammered centre. The cornice is of wood, and the frieze of the entablature of brick in panel work.

The basement walls are 2 feet thick, of quarried block building stone; the base course is 4 feet wide.

The floors are all deafened between the timbers with common mortar two inches thick.

The first and second stories each contain four school-rooms, and the third story contains two school-rooms and a lecture-room. The school-rooms are 31 by 27 feet and the lecture-room is 54 by 36 feet.

The basement is 8 feet in the clear and is perfectly dry, and will be occupied as play-rooms in stormy weather, with ample room for furnaces and fuel, wash-basins and other essential conveniences.

The registers in the various rooms for heating are immediately over the furnaces, obviating the difficulties arising from the use of *horizontal* hot-air pipes. The ventiducts are at the opposite end of the room from the warm-air registers in each room, one near the floor and the

other near the ceiling. The action of the ventilation is facilitated by placing the ventiducts in contiguity with the gas-flues from the furnaces, and capping them above the roof with large galvanized iron ejectors.

The windows are furnished with inside-folding blinds, with rolling slats.

There are ten wardrobes which average a size of 10 by 7 feet, all furnished with stout school clothes-hooks.

The stairways are constructed in half flights, with oak treads, and are remarkably easy, and are closely ceiled from the rail to the stringer.

The whole of the interior finish is grained in *oak*, with oil graining, and has two coats of the best of varnish.

Extract from the Superintendent's Report.

THE MOSELEY PRIZE ESSAY.

THE EVILS OF IRREGULARITY OF ATTENDANCE AND TARDINESS AT SCHOOL, AND THE REMEDY.

BY GEO. B. KIMBALL.

It would be the extreme of folly to suppose that in *one* short essay any writer could enumerate *all* the above-named evils; and, in fact, hardly the greater part; and much more, that he could portray them in all their various forms and phases and magnitudes; and consider fully the endless chain of cause and effect which they form in their connection with and dependence upon each other. Therefore, with this thought in mind, I shall not aspire to that, which, while desirable, is at the same time so evidently impossible; but I shall endeavor to regard economy and profit, by presenting to the reader the most practical view which my limits will allow. This subject may be considered under three general heads, viz:

1. The Evils of Irregularity of Attendance;
2. The Evils of Tardiness;
3. The Remedy or Remedies.

According to this arrangement, we are to consider:

Firstly, The Evils of Irregularity of Attendance at School.

These might be variously classified; but, owing to their close connection and mutual dependence, it would seem proper to consider them somewhat in their consecutive order. And as we enter this broad field and begin to cast about for a place to begin to enumerate, we discover, that,

1. The *lessons recited* in the absence of a scholar are for the present, *lost* to him, which is a *serious* evil; since he not only loses (at least for the present) so much of the knowledge of the science he is studying; but he is thereby deprived of a key to unlock the principles of succeeding lessons; for, in any good method of instruction, each succeeding illustration or demonstration is drawn from, or based upon, principles previously developed. But more, he not only suffers the loss above stated; but he has missed the teacher's explanations, without which, he may spend many hours of fruitless toil in time to come, if alone, he should attempt to regain what he has lost.

2. Again: with all scholars, their lessons, to be remembered, must be repeated, and the principles therein contained practically and immediately applied; therefore, in their absence they will, in part, forget those lessons just examined, and must in commencing again spend much time in reviewing before they can advance. And yet how many in our country schools in particular, attend school no more than three months in the year, and that too very irregularly. The evils resulting from this state of things are incalculable, as the writer with too many others can testify, from experience both as scholars and teachers. Coming into this State at an early age, when schools were 'few and far between', all his school days for several years subsequent to that time were spent in *reviewing*; so that at the age of sixteen he was no more advanced in his studies than at the age of ten. And, after careful observation, I am of the opinion that, particularly in our *country* schools, full three-fourths of the time is spent in *reviewing* before advancing; and this is mainly owing to the long vacations, and irregularity of attendance. And so prevalent is this evil, that term after term the scholar passes over the same beaten track, and in each succeeding term, reaches a point but little if any in advance of that previously reached. This seems to be a matter of necessity; but, at the same time, it is a great evil. On finding himself unable to proceed successfully without passing through this oft-repeated, tiresome, painful process, the child feels at once dispirited and unambitious, and, as the result, finds at the close of school that he has accomplished but little that he might and would otherwise have done, had it not been for what seems to him to be this cruel fate. The magnitude and results of this complicated evil I will not attempt to show, but will leave for the intelligent reader to imagine; adding, however, that scholars subject to such influences will most likely grow up with a meagre education, and go out into the world for ever to regret and suffer the consequences of their early loss.

3. Another evil arising more particularly from the *temporary* absence of a scholar is the *delay and loss of time to his classmates* during the succeeding recitation or recitations, occasioned by the extra efforts required by the teacher in explaining to him the principles involved in those lessons recited in his absence. No scholar who is laudably ambitious, and duly sensible of the value of his time, can thus have his recitations intruded upon, without feeling wronged thereby; and where the injustice is often inflicted, the feeling may grow to resentment, and perhaps to animosity. The *true scholar* believes with

Dr. FRANKLIN, that 'time is money'; and consequently he who infringes upon his time is as really if not as fully guilty as the one who by fraud or otherwise wrests from him his property.

4. But, in a classified school, it is some times necessary to apply the maxim 'better one suffer than many', to this particular case, and thus the delinquent is compelled to *fall back* into other classes not so far advanced. The evil resulting from this is many times very great, though not so extensive, perhaps, as the one last named; for few scholars can thus be compelled to turn back to those whom they look upon as their inferiors in attainments, if not in natural ability, without the loss of that eager interest, tireless energy, and emulation, so essential to good scholarship. Hence their lessons become a dull task; their school hours a heavy burden; and they themselves, indolent, vicious, and reckless sources of bitter disappointment to their doating parents and confiding friends. Thus, owing to the tendency of the mind to the contemplation of evil, if not under suitable restraint, we see from the observation just made, that the school, in consequence of preëxisting evils, may become the very *hot-bed* of habits which will develop themselves in a flood of blighting, burning and damning evils for time to come.

5. The loss of relish, energy, ambition, etc., included in the general expression, *loss of interest*, is of too great magnitude to admit of the mere passing glance given it above; especially as the evil may arise not only from the embarrassing circumstances surrounding the irregular attendant when at school, but more particularly from the *want of interest*, in the parent, from which both the delinquency and loss of interest of the scholar may arise. It must be a remarkable child, indeed, that feels more interest in its own improvement than its parent does. We admit there may be such; but they must be few. Hence, as a general rule, where the parent places such a moderate estimate upon the child's improvement as to allow any *ordinary* occurrence to detain him at home, the child (who, if young, is governed more by precept and example than by reason) will conclude that education is of little worth, and that all efforts to obtain it are of little importance. Therefore, when he goes to school, it is a matter of necessity, or for sport and mischief, and without those incitements so necessary to success.

6. Again: as every teacher knows, the lack of interest among a few of the pupils, if not removed, will lead to the same lack in others; or, at least, this will be the natural tendency; for children, like men, though in a greater degree, are sympathetic beings, and are the means of mutual help or hindrance. We see the working of this principle in the various relations of life. And the inexperienced teacher knows very well that in a great degree his success will be in proportion to the amount of emulation existing among the scholars. Thus, the loss of interest among a few, may under unfavorable circumstances destroy the character if not the existence of a school; and all this, as I have shown, may result from *irregularity of attendance*.

7. From the concluding remarks in the preceding paragraph, this appears to be a proper place to refer to another class of evils, viz: those

relating more particularly to the *teacher*. But, for want of room, we will not speak of his unrequited anxiety, forbearance and toil; his disappointments, mortification, and many times mental anguish in consequence of the delinquency of his pupils; but of only one thing, viz: the injury of his reputation. How many teachers have commenced their schools, high in hope, and from the causes described above, have been defeated in their efforts, and then, branded with such epithets as 'stupid', 'unambitious', 'tactless, and every way unfit for the calling', have gone forth with an injured if not a ruined reputation. The experienced teacher might, perhaps, know how to counteract the influences leading to such a result; but the beginner can not always do it.

8. Another serious evil resulting from irregularity of attendance is *instability*. There can be no doubt that incitement to study to-day, to the accumulation of wealth to-morrow, and to amusement, etc., next day, will, under unfavorable circumstances, produce in the mind of the child a degree of fickleness which will not only disqualify him for any position of trial or trust, but will render him mere gossamer, to be carried hither and thither at the will of the wind. How many there are who are easily frustrated, who stumble at a straw, and to whom it may be said, 'unstable as water, thou shalt not excel'! How unlike such persons was the Emperor NAPOLEON, who, from his boyhood days, had one leading purpose, namely, the acquisition of military glory; and whose energies, exploits and success in that direction were the astonishment of the world! Again: while a SHERMAN and a FRANKLIN rose to eminence in the world, many with equal endowments and better advantages remained in obscurity; and among the various causes leading to this result, irregularity of attendance at school may have been conspicuous.

9. In this connection we are naturally led to consider *the loss to the world of the influence of many a brilliant intellect*. Many young men and women of bright and towering genius go forth into the world with no fixed purpose; and, like BYRON, they become 'wandering stars', to whom is reserved the blackness of darkness for ever. An attempt to estimate or describe the magnitude of this loss to the world would be too absurd to contemplate; for who could judge of the operations of cause and effect so as to form any correct opinion? But if even this *negative* view were the *only one* that we might take, we might rejoice. But when we remember that the words of Him who 'spake as never man spake' — "He that gathereth not with me scattereth abroad" — apply with force to such persons, the thought is overwhelming. And yet all this may result from irregularity of attendance at school.

Having thus endeavored to point out some of the most prominent of the numerous evils of the first class, let us now proceed to consider,

Secondly, The Evils of Tardiness.

As some of the evils already mentioned may be predicated also of tardiness, I shall not speak of them again in the present enumeration, but will include only *some of the most prominent* that come under this head in particular. And before proceeding let us assume the proposition that no person can voluntarily yield himself to the performance of a wrong act, or the non-performance of a known duty, without thereby opening

the way for still greater sins; and that the slight deviations of childhood will, unless speedily corrected, result in a ruined and degraded manhood.

1. Thus, the habit of tardiness once formed, its numerous and deplorable evils extend with ever-increasing growth far down into the future; and not only is its existence the prolific cause of aggravation and injury to its victim; but, by his want of punctuality, he is ever an annoyance—a source of disappointment—a broken reed—a thorn in the hand to all who are depending upon him.

Is he to start on a journey by public conveyance? As he reaches the starting-point he finds that the stage, the train, or the steamer, has just gone. By his *tardiness* he is *too late*; and, chagrined and disappointed, and perhaps suffering loss by his failure, he is compelled to return home.

Is he to dine with a friend? Just as the repast, which, perhaps, has long been delayed for him, is finished, he arrives.

Is he a teacher? He is late in all his school exercises; thus teaching his pupils a lesson of evil. Is he to transact business at the Bank? He arrives one minute too late; the Bank has closed! Is he to address an audience? They are kept in suspense by his delay until all patience is exhausted, and the mind thereby prepared for an unfavorable reception of what truth he may present.

But it is needless to enlarge upon this point, as these few items are sufficient to call the attention of the reader to the multitude of evils of the same class so distinctly visible and painfully real in every day's experience and observation.

2. Again: as like begets like, and as each evil will be not only an ally to, but the prolific source of other evils; so, akin to the habit of tardiness, and depending upon it, as its legitimate offspring, is *negligence*: so that whatever evils may be comprehended under this term, may be attributed directly or indirectly to the habit of tardiness.

And to *negligence* may be added *indolence*. The consequences to society, resulting from the existence of these evils, and manifest in those scenes of filth, poverty, and pinching want, and the like, which exist all around us, are too many and too common-place to justify an enumeration or description; and yet they all may result from a habit of tardiness formed at school. It may not be amiss, before we pass, to mention one fact more that may be predicated of these evils, viz: a great proportion of the *disappointments*, *pecuniary embarrassments*, *accidents*, losses, casualties, etc., etc., that occur or exist around us, result from *indolence*, or *negligence*, or both; and hence may properly ascribe their origin to the habit of tardiness.

3. Another evil is indifference to high and noble incentives. That scholar who is so reckless of the value of time as to waste it in tardiness; so regardless of the value of instruction as needlessly to lose it; and so indifferent to the pleasure and excitement of study and recitation as to forego them for a trifle, evinces but a dull apprehension of that which is right and good and desirable, or a fearful predisposition to evil. Hence, all incitement to that which is good, high, pure, elevating and ennobling is of little or no avail.

4. Again: it is evident that he that is so reckless of his own interests will be equally *reckless of the interests of others*. Therefore when he arrives at school he will not be duly careful to avoid disturbance; but will enter and pass to his seat noisily; slamming the door, and treading heavily upon the floor; thus diverting the attention of the scholars and causing a general suspension of study and other exercises. But if this *momentary suspension* were the only result, the evil would be comparatively inconsiderable; but not so, to minds undisciplined and unaccustomed to habits of close and systematic thinking, the evil is highly pernicious; since, if the attention is once diverted, it may require *much time* to collect and concentrate again the scattered thoughts. Hence, the loss resulting to a school from such interruptions is incalculable.

5. Another evil is *the injury of the reputation of the teacher*. People are accustomed to consider the conduct and appearance of the scholar an index to the character of the school; and though there may be some limitations to this rule, yet they know not where to make them. Hence, if the scholars are seen loitering along the way to school, it is said at once "The teacher fails to interest his pupils, and therefore is deficient in one of the most essential qualities of a good teacher." Again, all are ready to infer that 'his government is not good, or scholars would be required to be punctual'. Also by his tardiness the scholar misses his lessons, and makes but little advancement; and his deficiency is attributed to the inability of the teacher, etc., etc. Thus in consequence of this evil habit the teacher suffers the injury or loss of his reputation which is of more value to him than silver or gold.

Again: *Tardiness is the parent of vice*. The mind will be active either in the performance or contemplation of good or of evil. Therefore no one can doubt that he that strolls tardily along to school is liable thereby to receive and foster impressions or form habits which may result in overwhelming ruin. And not among the least of these are *deception* and *dishonesty*. It is not to be supposed that the truant will 'make a clean breast' of his faults; but he will endeavor to disguise from his teacher the true cause of his absence, and from his parents the cause of his deficiency in his studies; and in doing this, if he does not state barefaced falsehoods, he will raise frivolous and groundless excuses, the utterance of which is little if any better than downright lying. But the evil rests not here; for others will see that this deception has screened the culprit, and, unapprised of the awful tendency of his course, they will resort to the same method, and thus be imperceptibly drawn within the circle of that maelstrom, the vortex of which is continuous with 'the lake (whatever it may be) that burneth with fire and brimstone'. And in this connection I may add that the tardy hour is to the truant scholar emphatically what the hour of midnight is to the man whose deeds are deeds of darkness; and hence the liability of the tardy one to be drawn by evil associates into deeds of vice not premeditated by him.

7. Again: Habitual tardiness in a scholar lead to an *habitual disregard of obligation* and restraint, and might almost be said to be synonymous with it; for, in fact, there can be no voluntary tardiness without

a disregard of obligation ; for, even where there is no stated rule of punctuality, the obligation is always supposed to exist; and who does not know, if he but consider, that conscious obligation is paramount to positive requisition? Hence, tardiness may at once be said to be a disregard of obligation. Now, when this latter exists in one instance or direction it may, and probably will in others. Thus, the tendency is, at once, to the entire subversion of that order, arrangement and government, so essential to the existence of a good school. And so strong is this tendency, that where you find a considerable number of scholars habitually tardy, you may safely predict for the school a speedy close or an unprofitable and disorderly continuance. But this disregard of obligation unfortunately develops itself in contempt not only of demand, but of prohibition ; so that the wholesome rules of the school to guard against vice and immorality, will be likely to be trampled upon with impunity, especially in the absence of the teacher ; and thus will be turned in upon the scholars those dark streams, which, in their rapid and tumultuous flow, sweep so many loved ones down into a dark and direful future. But this disregard of obligation will characterize the conduct of the tardy one, not in the school merely, but at home and elsewhere, thereby causing the shame and sorrow of the parent, the disgust and abhorrence of the good, and the contamination if not the ruin of those coming under its influence. As the result of this, too many fond mothers have died broken-hearted ; the gray hairs of too many venerable sires have been brought down with sorrow to the grave ; and too many promising youths have been ruined, to justify an attempt at enumeration.

I will now leave this part of the subject, with one remark. It may be said by some that the cases above given are overdrawn, the evils exaggerated ; but after duly contemplating the workings of evil among men, and the laws of cause and effect, the assertion will not be repeated, but rather the reverse.

Thirdly. Let us now consider the Remedy or Remedies.

It will be seen at a glance, and doubtless conceded by all, that the only successful remedy is the *removal of the cause*. For so long as this exists the effects will follow ; and any counteracting influence brought against them will be in the main unsuccessful. Therefore, the proper and momentous question for consideration is, How may irregularity of attendance and tardiness be prevented? Stimulated with the desire to accomplish what good I can in the cause of education, I attempt an answer.

There can be no *perfect* remedy, or rather preventative, so long as children are under the control of persons who are so ignorant or bigoted as not to be made to see their errors, or so deficient in moral principle or force of character as not to reform when they do see them ; nor, again, so long as circumstances may, and will unavoidably exist, rendering it *impossible* to prevent these evils, even though the minds of parent and child may be right upon the subject.

I am prepared confidently to assert that in nearly all cases these painful evils may be either removed or effectually prevented. To accomplish this, several things are necessary.

1. The most important of these is, to *change the public mind* on this subject. The parent must be made to feel that the *destiny of the child* for time and eternity is involved in the matter of education. What could have sustained the renowned LUTHER amid his early literary struggles and rendered his name, as it is, *immortal*, but the practical working of this feeling in his parents, which led them to endure the greatest hardships and privations and make the greatest efforts to sustain and encourage him in his literary pursuits? This same interest should exist in the minds of *all* parents. To accomplish this the teacher should visit them and present the matter to them in its proper light. But, as many teachers feel incompetent to do this work, another method should be adopted, viz: In every county an efficient educationalist should be employed to lecture upon this subject (and others), and to collect and circulate tracts and periodicals calculated to remove these evils (and others), and awaken a general interest in education. Such a plan would soon entirely change the character of our schools, and the expense would be trifling compared with the benefits, especially if the child's time is money.

2. Another partial remedy consists in creating such a sentiment and interest in the mind of the scholar that nothing but absolute necessity can detain him from school. Much of this may be accomplished by the agency already mentioned; but, to this may be added the joint effort of both parent and teacher, especially the latter. Let *him*, by familiar lectures and other suitable means, impress and inspire his pupil with a sense of the value and availableness of knowledge in every department and condition of life, and especially of the momentous interests that may be 'wrapped up in each moment'.

3. To add to the efficiency of the above-mentioned agencies, the teacher, by regularity, punctuality and economy, must make *the proper improvement of time* the one idea of his being. It needs no argument to show that if this is not the case, all his efforts against these evils will be of little avail.

4. Another effectual remedy would be, The Almighty Dollar; for instance, let each township appropriate a certain prize-fund to be awarded annually or otherwise to that school which, in proportion to the length of the term and the number of scholars, shall exhibit the greatest average of attendance per day; one-half of said sum to be paid to the teacher, and the remainder to be expended for school-apparatus or suitable reading-matter. Again: Let each *county* that has a school-fund adopt the same plan. In addition to the above, let a similar fund be appropriated to that district which with the least number of scholars shall exhibit the greatest total number of days' attendance per year.

5. Also, the school should be supplied with a clock, which, by the *special care* of the teacher, should keep exact and uniform time, and this should be the standard for the district.

6. Again: Since many families have not good time-pieces, and others who have allow them to become irregular by their negligence, every school-house should be supplied with a bell, sufficiently large to be heard in all parts of the district; and then let this be rung at a pre-

cise time before the commencement of the school; thus the children can be punctual (impossibilities excepted) if so disposed. Having realized the salutary effects of such an arrangement, I can not recommend it too highly; and in reply to the objection of expense I will only say that it needs not the eye of the philosopher nor the reasoning of the logician to discover that the benefits of such an arrangement to the community would prove a handsome percentage on the necessary outlay.

And I will add that, while parents are doing so much to make their homes comfortable and pleasant, if they would endeavor to make the school-room, which is in part the nursery of the child, duly attractive, the child would be more interested to be there.

7. Again: Let a regulation be adopted and enforced in each school by which if a scholar is absent he shall afterward bring an excuse from his parents, and a certain number of absences unexcused shall forfeit his connection with the school for the remainder of the term.

To this may be added another, by which if scholars are not present at the hour of commencement, they shall be excluded for all or part of the rest of the day, and their cases specially reported to their parents.

Rules similar to these have been adopted in many schools, and with good success when the parents have been in sympathy with them.

8. And finally: The teacher may in a multitude of ways operate against these evils; as, for instance, by keeping a list of absences and also of tardiness, and at the close of the school making a present to the scholar having the fewest number of either.

And now, kind reader, after having taxed your indulgence so long, I leave you, with a single remark. If, from what has been said, the task of removing these evils appears difficult, remember 'there is no excellence without great labor'.

STATE NORMAL UNIVERSITY.

SPRINGFIELD, Tuesday, May 4, 1857.

THE Board of Education of the State of Illinois met at the office of the Superintendent of Public Instruction, pursuant to the requirement of section five of the act establishing a State Normal University, and was permanently organized by the election of Hon. N. W. EDWARDS, of Springfield, President. The following named gentlemen were present: MESSRS. MOSELEY, WELLS, WRIGHT, WILKINS, HOVEY, REX, EDWARDS, GILLESPIE, SHANNON, BUNSEN, and POWELL.

On motion of Mr HOVEY, of Peoria, the Board proceeded to determine by lot the length of time each member should hold his office, which resulted as follows:

The following gentlemen drew for two years each: MESSRS. EDWARDS, MOSELEY, WRIGHT, and EDEN.

The following gentlemen drew for four years: Messrs. REX, WILKINS, HOVEY, BUNSEN, and GILLESPIE.

The following gentlemen drew for six years: Messrs. SHANNON, WELLS, SLOAN, MOULTON, and DENIO.

On motion of Mr. HOVEY, committees were appointed on the following subjects: Committee on Rules and Regulations; Committee on Course of Study and Text-Books; Committee on Location; Committee on Buildings; Committee on Officers of the Institution.

The following gentlemen were appointed on the above committees:

Committee on Rules and Regulations—W. H. WELLS, Chicago; JOHN EDEN, Sullivan, Moultrie county; J. GILLESPIE; A. R. SHANNON, Carmi, White county.

Committee on Course of Study and Text Books—S. WRIGHT, Franklin Grove, Lee county; W. H. WELLS, Chicago; W. SLOAN, Golconda, Pope county.

Committee on Location of the Institution—W. SLOAN, Golconda, Pope county; GEO. BUNSEN, Belleville, St. Clair county; GEO. P. REX, Perry, Pike county; C. E. HOVEY, Peoria; D. WILKINS, Bloomington.

Committee on Buildings: C. B. DENIO, Galena, F. MOSELEY, Chicago; S. W. MOULTON, Shelbyville.

Committee on Officers of the Institution—S. W. MOULTON, Shelbyville; N. W. EDWARDS, Springfield; S. WRIGHT, Franklin Grove, Lee county.

Adjourned till 2 P. M.

AFTERNOON SESSION, 2 o'clock.—The Board met pursuant to adjournment, and was called to order by the appointment of Mr. WELLS as chairman *pro tem*.

On motion, the Committee appointed at the informal meeting in March had leave to retire and make up their report. On consultation, the Committee submitted the following report:

To the Board of Education of the State of Illinois:

The Committee on Location beg leave to report that immediately after appointment the following circular was issued and published in nearly all the papers in the State.

“PROPOSALS FOR THE LOCATION OF THE NORMAL UNIVERSITY.—The undersigned, being appointed a Committee on behalf of the Board of Education of the State of Illinois to receive proposals for the *location* of the Normal University created by the act establishing said Board, which Normal University must be located ‘at the place where the most favorable inducements are offered for that purpose: *provided*, that such location shall not be difficult of access, or detrimental to the welfare and prosperity of said Normal University’, hereby give notice that they will receive proposals until the first day of May next, and also hereby invite the various towns and cities of the State to compete for the location of this Institution.

“Proposals may be directed to the Secretary or handed to any member of the Committee, *but must be in the hands of the Committee by the first day of May.*

“W. SLOAN, GEO. BUNSEN, GEO. P. REX, C. E. HOVEY, D. WILKINS,

“Committee.”

In accordance with this notice, three places entered into competition and submitted proposals, viz: Peoria, Bloomington, and Washington. These proposals are now in the hands of your Committee. The Committee visited these places, and also Decatur, from which place, however, they received no bid, for the purpose of examining sites. A large number of beautiful sites were shown and placed at the disposal of the Board.

All of which is respectfully submitted.

GEO. BUNSEN,	} Committee.
GEO. P. REX,	
D. WILKINS,	
C. E. HOVEY,	

On motion, the report of the Committee was accepted.

Mr. WRIGHT moved the appointment of an agent to visit the various cities and villages in the State, as provided for in the fifth section of the act establishing the University.

On motion of Mr. WELLS, it was

Resolved, That the agent act as the organ of the Committee on Location and under their direction.

On motion, the Board proceeded to ballot for an agent, which resulted in the election of Mr. WRIGHT.

On motion, Mr. BUNSEN, in whose hands had been placed the sealed proposals made by the several towns competing for the location of the University, was directed to return the same to the proper representatives of those towns.

On motion, Mr. REX was added to the Committee on Building.

The Board then adjourned to eight o'clock on Wednesday morning.

WEDNESDAY, May 6, 1857.

Board met pursuant to adjournment, and was called to order by the President.

Mr. WELLS offered the following resolution :

Resolved, That the agent on location be instructed to report at an adjourned meeting of the Board to be held in the City of Peoria on to-morrow afternoon at three o'clock.

The ayes and nays being called upon the resolution, the following gentlemen voted in the affirmative: Messrs. REX, SHANNON, GILLESPIE, WILKINS, WRIGHT, BUNSEN, and MOSELEY.—7.

The following gentlemen voted in the negative: Messrs. EDWARDS and SLOAN.

N. W. EDWARDS, President.

WM. H. POWELL, Secretary.

PEORIA, May 7.

The Board met at the City of Peoria on Thursday at 3 o'clock P.M., and was called to order by the President.

The Board proceeded to open and examine the various proposals made

for the location of the University. It was found upon examination that four propositions had been made, from the following places: Batavia, Washington, Bloomington, and Peoria.

The Town of Washington, Tazewell county, offered in cash, land and buildings the sum of twenty thousand dollars.

The City of Batavia offered cash, land and buildings estimated at forty-five thousand dollars.

The City and County of Peoria offered cash and land estimated to be worth eighty thousand dollars.

The City of Bloomington and County of McLean offered cash and land valued at one hundred and forty-one thousand dollars.

Mr. SLOAN offered the following resolution:

Resolved, That the Normal University be located in the County of McLean, near Bloomington, on the one hundred and sixty acres of land which is to be granted for the construction and use of said University: *provided, however*, that the said location shall not be made until the full amount of the appropriation, in the manner in which the same is proposed, is fully and safely secured by the execution and delivery of all necessary deeds of conveyance, and all other papers which may be required to secure the said appropriation for the construction and use of said University as aforesaid.

Mr. HOVEY offered the following amendment, which was adopted:

Provided, That if within sixty days the conditions of this resolution be not complied with, then the said Normal University shall be located in Peoria.

Mr. SLOAN's resolution was then unanimously adopted.

On motion, the Board then adjourned to 8 o'clock P.M.

EVENING SESSION, 8 P.M.—The Board convened pursuant to adjournment.

Mr. REX offered the following resolution, which was adopted:

Resolved, That an Executive Committee of four be appointed to attend to employing counsel and having the necessary papers executed to secure to this Board the subscriptions and lands proffered by the citizens of McLean county, and attend to such other business as the Board may direct.

The Chair appointed the following gentlemen upon the Committee: Messrs. REX, WRIGHT, MOULTON, and WILKINS.

On motion, Messrs. EDWARDS, HOVEY and POWELL were added to the committee.

On motion of Mr. WILKINS, Dr. REX was added to the Committee on Officers.

On motion, the Board proceeded to the election of Treasurer.

On motion, J. E. McCLUN, Esq., of Bloomington, was unanimously elected.

Mr. WILKINS, on motion, was added to the Building Committee.

On motion, Mr. HOVEY was added to the Committee on Building.

On motion, Mr. BUNSEN was added to the Committee on Course of Study and Text-Books.

On motion, Mr. EDEN was added to the Committee on Officers.

Mr. REX moved that when this Board adjourn, it adjourn to meet at Bloomington, on the twenty-third of June next.

On motion, Mr. STUART, of Springfield, was selected as the attorney to advise with the Executive Committee in the preparation of the necessary papers, etc.

On motion, the Executive Committee were authorized to contract for brick and such other materials as they may deem necessary for the construction of the building.

On motion, Messrs. REX and HOVEY were appointed a Committee to visit the various Normal and High Schools of the East, and report to the Board upon the subject of buildings, internal arrangements, etc.

On motion, the Secretary was authorized to procure a seal and record-book for the use of this Board.

On motion, the Board adjourned.

N. W. EDWARDS, President.

W. H. POWELL, Secretary.

NOTHING TO WEAR.

AN EPISODE OF CITY LIFE.

[The following, from *Harper's Weekly*, is said to have caused quite a sensation in the fashionable circles of New York. We do not wonder. Its talent, wit and truthfulness must secure readers, and its *moral* must make itself felt:]

MISS FLORA M'FLIMSEY, of Madison Square,
Has made three separate journeys to Paris,
And her father assures me, each time she was there,
That she and her friend Mrs. HARRIS
(Not the lady whose name is so famous in history,
But plain Mrs. H., without romance or mystery)
Spent six consecutive weeks, without stopping,
In one continuous round of shopping;
Shopping alone and shopping together,
At all hours of the day, and in all sorts of weather;
For all manner of things that a woman can put
On the crown of her head or the sole of her foot,
Or wrap round her shoulders, or fit round her waist,
Or that can be sewed on, or pinned on, or laced,
Or tied on with a string, or stitched on with a bow,
In front or behind, above or below;
For bonnets, mantillas, capes, collars and shawls,
Dresses for breakfasts and dinners and balls,
Dresses to sit in and stand in and walk in,
Dresses to dance in and flirt in and talk in,
Dresses in which to do nothing at all,
Dresses for winter, spring, summer and fall;
All of them different in color and pattern —
Silk, muslin and lace, crape, velvet and satin,

Brocade and broadcloth, and other material,
 Quite as expensive and much more ethereal;
 In short, for all things that could ever be thought of,
 Or milliner, *modiste*, or tradesman be bought of,
 From ten-thousand-francs robes to twenty-sous frills;
 In all quarters of Paris and to every store,
 While M'FLIMSEY in vain stormed, scolded and swore,
 They footed the streets and he footed the bills.

The last trip, their goods shipped by the steamer Arago
 Formed, M'FLIMSEY declares, the bulk of her cargo,
 Not to mention a quantity kept from the rest,
 Sufficient to fill the largest-sized chest,
 Which did not appear on the ship's manifest,
 But for which the ladies themselves manifested
 Such particular interest that they invested
 Their own proper persons in layers and rows
 Of muslins, embroideries, worked under-clothes,
 Gloves, handkerchiefs, scarfs, and such trifles as those;
 Then, wrapped in great shawls, like Circassian beauties,
 Gave *good-bye* to the ship and *go-by* to the duties.
 Her relations at home all marveled, no doubt,
 Miss FLORA had grown so enormously stout
 For an actual belle and a possible bride;
 But the miracle ceased when she turned inside out,
 And the truth came to light and the dry-goods beside,
 Which, in spite of Collector and Custom-House sentry,
 Had entered the port without any entry.

And yet, though scarce three months have passed since the day
 This merchandise went, on twelve carts, up Broadway,
 This same Miss M'FLIMSEY, of Madison Square,
 The last time we met was in utter despair
 Because she had nothing whatever to wear!

NOTHING TO WEAR! Now, as this is a true ditty,
 I do not assert—this, you know, is between us—
 That she's in a state of absolute nudity,
 Like POWERS's Greek Slave or the Medici Venus;
 But I do mean to say I have heard her declare—
 When at the same moment she had on a dress
 Which cost five hundred dollars, and not a cent less,
 And jewelry worth ten times more, I should guess—
 That she had not a thing in the wide world to wear!

I should mention just here that out of Miss FLORA's
 Two hundred and fifty or sixty adorers,
 I had just been selected as he who should throw all
 The rest in the shade, by the gracious bestowal
 On myself, after twenty or thirty rejections,
 Of those fossil remains which she called her 'affections',
 And that rather-decayed but well-known work of art
 Which Miss FLORA persisted in styling her 'heart'.
 So we were engaged. Our troth had been plighted
 Not by moonbeam or starbeam, by fountain or grove,
 But in a front-parlor, most brilliantly lighted,
 Beneath the gas-fixtures we whispered our love.
 Without any romance, or raptures, or sighs,
 Without any tears in Miss FLORA's blue eyes,

Or blushes, or transports, or such silly actions,
 It was one of the quietest business transactions,
 With a very small sprinkling of sentiment, if any,
 And a very large diamond imported by TIFFANY.
 On her virginal lips while I printed a kiss,
 She exclaimed in a sort of parenthesis,
 And by way of putting me quite at my ease,
 "You know I'm to polka as much as I please,
 And flirt when I like — now stop, do n't you speak —
 And you must not come here more than twice in the week,
 Or talk to me either at party or ball,
 But always be ready to come when I call;
 So don't prose to me about duty and stuff,
 If we do n't break this off there will be time enough
 For that sort of thing; but the bargain must be
 That as long as I choose I am perfectly free,
 For this is a sort of engagement, you see,
 Which is binding on you but not binding on me."

Well, having thus wooed Miss M'FLIMSEY and gained her,
 With the silks, crinolines and hoops that contained her,
 I had, as I thought, a contingent remainder
 At least in the property, and the best right
 To appear as its escort by day and by night;
 And it being the week of the STUCKUP's grand ball —

 Their cards had been out a fortnight or so,
 And set all the Avenue on the tip-toe —
 I considered it only my duty to call

 And see if Miss FLORA intended to go.
 I found her — as ladies are apt to be found
 When the time intervening between the first sound
 Of the bell and the visiter's entry is shorter
 Than usual — I found — I won't say I caught — her
 Intent on the pier-glass, undoubtedly meaning
 To see if perhaps it did n't need cleaning.
 She turned as I entered — "Why, HARRY, you sinner,
 I thought that you went to the FLASHERS' to dinner!"
 "So I did," I replied, "but the dinner is swallowed
 And digested, I trust, for 't is now nine and more;
 So, being relieved from that duty, I followed

 Inclination, which led me, you see, to your door,
 And now will your ladyship so condescend
 As just to inform me if you intend
 Your beauty and graces and presence to lend
 (All which, when I own, I hope no one will borrow)
 To the STUCKUP's, whose party, you know, is to-morrow?"
 The fair FLORA looked up with a pitiful air,
 And answered quite promptly, "Why, HARRY, *mon cher*,
 I should like above all things to go with you there;
 But really and truly — I've nothing to wear."

"Nothing to wear! go just as you are;
 Wear the dress you have on, and you'll be by far,
 I engage, the most bright and particular star
 On the STUCKUP horizon —" I stopped, for her eye,
 Notwithstanding this delicate onset of flattery,
 Opened on me at once a most terrible battery
 Of scorn and amazement. She made no reply,
 But gave a slight turn to the end of her nose

(That pure Grecian feature), as much as to say,
 "How absurd that any sane man should suppose
 That a lady would go to a ball in the clothes,
 No matter how fine, that she wears every day!"

So I ventured again — "Wear your crimson brocade"
 (Second turn up of nose) — "That's too light by a shade."
 "Your blue silk — "That's too heavy;" "Your pink" — "That's too
 light."

"Wear tulle over satin" — "I can't endure white."
 "Your rose-colored, then, the best of the batch" —
 "I have n't a thread of point-lace to match."
 "Your brown *moire antique*" — "Yes, and look like a Quaker;"
 "The pearl-colored" — "I would, but that plaguey dress-maker
 Has had it a week" — "Then that exquisite lilac,
 In which you would melt the heart of a SHYLOCK."
 (Here the nose took again the same elevation) —
 "I would n't wear that for the whole of creation."

"Why not? It's my fancy there's nothing could strike it
 As more *comme il faut*" — "Yes, but dear me, that lean

SOPHRONIA STUCKUP has got one just like it,
 And I won't appear dressed like a chit of sixteen."
 "Then that splendid purple — that sweet Mazarine —
 That superb *point d'aiguille* — that imperial green —
 That zephyr-like tarleton — that rich *grenadine*" —
 "Not one of all which is fit to be seen,"

Said the lady, becoming excited and flushed.

"Then wear," I exclaimed, in a tone which quite crushed
 Opposition, "that gorgeous *toilette* which you sported
 In Paris last spring, at the grand presentation,
 When you quite turned the head of the head of the nation.
 And by all the grand court were so very much courted."

The end of the nose was portentously tipped up,
 And both the bright eyes shot forth indignation,
 And she burst upon me with the fierce exclamation,
 "I have worn it three times at the least calculation,
 And that and the most of my dresses are ripped up!"

Here I *ripped out* something perhaps rather rash,
 Quite innocent, though; but, to use an expression
 More striking than classic, it 'settled my hash',

And proved very soon the last act of our session.

"'Fiddlesticks', is it, Sir? I wonder the ceiling
 Does n't fall down and crush you — oh, you men have no feeling;
 You selfish, unnatural, illiberal creatures,
 Who set yourselves up as patterns and preachers.
 Your silly pretense — why, what a mere guess it is!
 Pray, what do you know of a woman's necessities?
 I have told you and shown you I've nothing to wear,
 And it's perfectly plain you not only do n't care,
 But you do not believe me" (here the nose went still higher).

"I suppose if you dared you would call me a liar.
 Our engagement is ended, Sir — yes, on the spot;
 You're a brute and a monster, and — I do n't know what."
 I mildly suggested the words — Hottentot,
 Pickpocket, and cannibal, Tartar, and thief,
 As gentle expletives which might give relief;
 But this only proved as spark to the powder,
 And the storm I had raised came faster and louder,
 It blew and it rained, thundered, lightened, and hailed

Interjections, verbs, pronouns, till language quite failed
 To express the abusive, and then its arrears
 Were brought up all at once by a torrent of tears,
 And my last faint, despairing attempt at an observation
 Was lost in a tempest of sobs.

Well, I felt for the lady, and felt for my hat, too,
 Improvised on the crown of the latter a tattoo
 In lieu of expressing the feelings which lay
 Quite too deep for words, as WORDSWORTH would say;
 Then, without going through the form of a bow,
 Found myself in the entry — I hardly knew how —
 On doorstep and sidewalk, past lamp-post and square,
 At home and up-stairs, in my own easy chair;

Poked my feet into slippers, my fire into blaze,
 And said to myself, as I lit my cigar,
 Supposing a man had the wealth of the Czar
 Of the Russias to boot, for the rest of his days,
 On the whole, do you think he would have much to spare
 If he married a woman with nothing to wear?

Since that night, taking pains that it should not be bruited
 Abroad in society, I've instituted
 A course of inquiry, extensive and thorough,
 On this vital subject, and find to my horror
 That the fair FLORA's case is by no means surprising,

But that there exists the greatest distress
 In our female community, solely arising

From this unsupplied destitution of dress,
 Whose unfortunate victims are filling the air
 With the pitiful wail of 'Nothing to wear'.
 Researches in some of the 'upper-ten' districts
 Reveal the most painful and startling statistics,
 Of which let me mention only a few:
 In one single house, on the Fifth Avenue,
 Three young ladies were found, all below twenty-two,
 Who have been three whole weeks without any thing new
 In the way of flounced silks, and, thus left in the lurch,
 Are unable to go to ball, concert, or church.
 In another large mansion near the same place
 Was found a deplorable, heart-rending case
 Of entire destitution of Brussels point-lace.
 In a neighboring block there was found in three calls,
 Total want, long continued, of camel's-hair shawls;
 And a suffering family, whose case exhibits
 The most pressing need of real ermine tippets;
 One deserving young lady, almost unable
 To survive for the want of a new Russian sable;
 Another confined to the house when it's winter
 Than usual, because her shawl is n't India.
 Still another, whose tortures have been most terrific
 Ever since the sad loss of the steamer *Pacific*,
 In which were engulfed not friend or relation
 (For whose fate she perhaps might have found consolation,
 Or borne it, at least, with serene resignation),
 But the choicest assortment of French sleeves and collars
 Ever sent out from Paris, worth thousands of dollars,
 And all as to style most *recherché* and rare,
 The want of which leaves her with nothing to wear,

And renders her life so drear and dyspeptic
 That she's quite a recluse, and almost a sceptic,
 For she touchingly says that this sort of grief
 Can not find in Religion the slightest relief,
 And Philosophy has not a maxim to spare
 For the victims of such overwhelming despair.
 But the saddest by far of all these sad features
 Is the cruelty practiced upon the poor creatures
 By husbands and fathers, real BLUEBEARDS and TIMONS,
 Who resist the most touching appeals made for diamonds
 By their wives and their daughters, and leave them for days
 Unsupplied with new jewelry, fans or bouquets,
 Even laugh at their miseries whenever they have a chance,
 And deride their demands as useless extravagance;
 One case of a bride was brought to my view,
 Too sad for belief, but, alas! 't was too true,
 Whose husband refused, as savage as CHARON,
 To permit her to take more than ten trunks to Sharon.
 The consequence was that when she got there
 At the end of three weeks she had nothing to wear,
 And when she proposed to finish the season
 At Newport, the monster refused out and out,
 For his infamous conduct alleging no reason
 Except that the waters were good for his gout;
 Such treatment as this was too shocking, of course,
 And proceedings are now going on for divorce.

But why harrow the feelings by lifting the curtain
 From these scenes of woe? Enough, it is certain,
 Has here been disclosed to stir up the pity
 Of every benevolent heart in the city,
 And spur up Humanity into a canter
 To rush and relieve these sad cases instant.
 Won't some body, moved by this touching description,
 Come forward to-morrow and head a subscription?
 Won't some kind philanthropist, seeing that aid is
 So needed at once by these indigent ladies,
 Take charge of the matter? or won't PETER COOPER
 The corner-stone lay of some splendid super-
 Structure, like that which to-day links his name
 In the Union unending of honor and fame;
 And found a new charity just for the care
 Of these unhappy women with nothing to wear,
 Which, in view of the cash which would daily be claimed,
 The *Laying-out* Hospital might well be named?
 Won't STEWART, or some of our dry-goods importers,
 Take a contract for clothing our wives and our daughters?
 Or, to furnish the cash to supply these distresses,
 And life's pathway strew with shawls, collars and dresses,
 Ere the want of it makes them much rougher and thornier,
 Won't some one discover a new California?

Oh ladies, dear ladies, the next sunny day
 Please trundle your hoops just out of Broadway,
 From its whirl and its bustle, its fashion and pride,
 And the temples of Trade which tower on each side,
 To the alleys and lanes, where Misfortune and Guilt
 Their children have gathered, their city have built;
 Where Hunger and Vice, like twin beasts of prey,

Have hunted their victims to gloom and despair;
 Raise the rich, dainty dress, and the fine broided skirt,
 Pick your delicate way through the dampness and dirt,
 Grope through the dark dens, climb the rickety stair,
 To the garret, where wretches, the young and the old,
 Half-starved and half-naked, lie crouched from the cold.
 See those skeleton limbs, those frost-bitten feet,
 All bleeding and bruised by the stones of the street;
 Hear the sharp cry of childhood, the deep groans that swell
 From the poor dying creature that writhes on the floor,
 Hear the curses that sound like the echoes of Hell,
 As you sicken, and shudder, and fly from the door;
 Then home to your wardrobes, and say, if you dare—
 Spoiled children of Fashion—you've nothing to wear!

And oh, if perchance there should be a sphere
 Where all is made right which so puzzles us here,
 Where the glare, and the glitter, and tinsel of Time
 Fade and die in the light of that region sublime,
 Where the soul, disenchanted of flesh and of sense,
 Unscreened by its trappings, and shows, and pretense,
 Must be clothed for the life and the service above,
 With purity, truth, faith, meekness, and love;
 Oh, daughters of Earth! foolish virgins, beware!
 Lest in that upper realm you have nothing to wear!

THE SCHOOL-TEACHERS' EXAMINATION.

BY ALEXANDER WILDER.

CHARACTERS.

COMMISSIONER,	MISS DENIO,
MR. SMITH,	MISS HOLMES,
MR. JONES,	MISS SIMMS,
MR. DAVIS,	MISS WADSWORTH,
MR. HOWELL,	MISS WILLIAMS.
MR. MURPHY,	

The curtain rises, revealing the Commissioner arranging his toilet, placing books and papers in order upon his table, and soliloquizing.

Commissioner.—I verily believe that not a person in the county is fit to perform the duties of school-commissioner. The office has many pleasant associations connected with it, but the compensation is beggarly, and the duties onerous. I am tempted to shirk them, all that I can. To-day I am to examine candidates in quest of a license to teach school;

and a share of them young women, too. I shall be driven off my dignity, teased with pert answers, and pilloried, or as bad. I know them too well. How obstinate this collar is. They teach young ideas how to shoot! I question as to what they will hit. But of one thing I am certain—I shall to-day be martyred by them. If they were artless, I might enact toward them the part of a father; but they are not, and I am a modest man, bashful withal. I wish that HOVEY, or some half-clerical man, had them to dispose of, while I explored the luminous brains of the masculines. How shall I get along with half a dozen, particularly if the young men are bashful? One is all that I am able to manage; but five—However, what can not be cured must be endured. They are coming, and I must prepare to do my penance. *Ab artibus feminarum, libera nos, O Domine.* I declare my boots need polishing. I will go and brush them. [*Exit.*]

Enter Messrs. *Smith, Jones, Davis, Howell, Murphy*, Misses *Denio, Holmes, Simms, Wadsworth, Williams.*

Miss Holmes.—The commissioner seems to be absent, and the room is like the one vacated by the evil spirit,—‘empty, swept, and garnished’.

Mr. Smith.—You have made an unhappy comparison. If our worthy commissioner should return, he would certify that there had arrived ‘other spirits more wicked than himself’.

Miss H.—As here is to be an exhibition of our powers as school-masters and school-ma’ams, and as elocution is to be attended to, I propose that we resolve ourselves into a school, and proceed to rehearsal. Mr. HOWELL, will you begin with—

“You ’d scarce expect one of my age”?

Mr. Howell.—If Miss HOLMES will follow me, I will begin with an apostrophe to the Commissioner.

Miss H.—Agreed; give us a dash.

Mr. H.—

August and reverend sir, long erst
This beauteous world from Chaos burst,
And light and order had began,
There were n’t commissioners then;
Nor district schools, nor school-house, nor
What now is here our eyes before;
And still he would in clouds have lived,
Had not the Yankee mind contrived
By force of its creative skill
The glorious office you now fill.
And when the sky shall up be rolled,
And Time’s last solemn dirge be tolled,
Thy office mightier still shall grow,
And kings and emperors shall bow,
And own that in the world astir
There’s naught like a commissioner.

All.—Bravo! bravo! Now, Miss HOLMES, let us have yours. Give us the Candidate’s first appearance. We are all attention.

Mr. Murphy.—

“Friends, Romans, lend her your ears:
She comes to bury Cæsar, not to praise him.”

Miss H.—You all will please keep perfectly quiet while I proceed ; I expect all your sympathies.

Do you remember when you first were brought
Before the great authorities? You ought.
It may be now, the very pompous whir,
As onward moves the learned Commissioner,
Your ears heeds not ; it hath no power to start
The slightest flutter in your calm, cold heart ;
But *then* you trembled, as does she who now
Awaits th' appearance of that lordly brow.

Alone she sat in silent agony intense —
He, learning that a lady waited audience,
Assumed a lofty air, as persons must
Who hold in keeping such a weighty trust.

Had not the sovereign people, by a mighty voice,
Announced that he above all rivals was their choice
To supervise in educational affairs ;
And was he not a representative of theirs ?

Well, after sundry questions, such as whether
She could tell, when put in even scale together,
Which most would weigh, a pound of iron or that of feathers,
And such important, overwhelming whethers,
One more did ask, involving philosophic laws —
(He loved to trace relation of effect and cause,
Was disputatiously inclined, and some times preached) —
This was a puzzling question, but it must be reached —
'The reason of a difference (and they are plenty)
'Twixt three times twenty-one, and three times one-and-twenty'.

Some off-hand declamation, and much wise remark —
All very well for people living in the dark —
Was freely given ; and then, the dignitary drew
An inspiration deep, and rather thought 'she 'd du'.

Mr. Jones.—I suppose you think our worthy Commissioner will have the same opinion.

Miss H.—If he does not, I have in hand a certificate from my employers stating that theirs is a very backward school, and that I know enough to instruct their children.

Several others.—So have I ; so have I.

Mr. H. [*ironically*]—It is *very* important to have prescribed standards of qualifications, when they can be got along with so easily.

[*Enter Commissioner.*]

Com. [*aside*]—I have heard these madcaps, till my courage has "oozed out at my fingers' ends." I have been in council with brother pedagogues, have been hail with reverend clergymen, and hob-a-nobbed with grave legislators, and not a nerve flinched. But with this class, several of them as full of mischief as need be, and part of the rest more stupid than owls, I am likely to have a time.

All.—Good afternoon sir.

Com. [*bowing*]—Good afternoon to you all. Though, like a gallant

man, I should be always glad to meet you, ladies, yet, believe me, I dislike examinations. But, like a soldier storming a fortress, I must assume courage though I have it not, and heroically venture my safety in the cause of my country.

Miss Denio.—I trust that our Commissioner does not feel that he is imperiling his safety when with us. The wounds we give, though fatal, are not often mortal.

Com.—How many of you have been teachers before? Any having certificates please show them.

Miss H.—Here is one granted me by your learned predecessor. I trust it is not hard to understand.

Com. [*reads*]—“A certifkit to keep school”—J. WILSON.

Mr. Jones.—Here is another.

Com. [*reads*]—“This certifies that Mr. JONES is qualified according to law.”

Miss Wadsworth.—Here, sir, is one.

Com.—[*reads*] “This certifies that I have made a professional examination of JANE WADSWORTH, and found her capable to instruct common schools in this county. JOHN OWEN.”

Mr. H.—Sir, will you not examine us yourself?

Com.—Oh, yes, certainly; I will examine you all personally in a class. Please range your seats in a row.

Miss H.—Shall we all toe this mark on the floor?

Com. [*hastily*]—Oh no, it is unnecessary. Miss DENIO, do you feel competent to instruct in all the branches of study which are required to be taught in a common school?

Miss D.—In relation to English grammar and higher arithmetic, I do not feel so certain. The teachers whom I have had were persons licensed to teach our school because it was requested by the directors (trustees), but destitute of the personal character, learning or self-control which were necessary. The instruction which I received from them I feel that I am competent to impart to others, and deem myself as well qualified as any who will consent to teach for the salary which is tendered me—about one-third of what was paid to the teacher employed last winter.

Com.—Can you govern?

Miss D.—All that I know of school-government is by what I have endured as a pupil, and that, I must acknowledge, is a poor recommendation for me. I have my opinions, formed from observation, which I expect to mature and correct from experience.

Com.—Miss SIMMS, what studies have engaged your attention?

Miss S.—Numeration, mensuration, circulation, application, calculation, history, geography, stationery, trigonometry, Latin, French.

Com.—Mr. DAVIS, what church do you attend?

Mr. D.—Those of the several denominations. The law forbids sectarian instruction in school, and I employ this method to learn the sentiments which the different churches entertain in common.

Com.—What is the result at which you have arrived?

Mr. D.—That people on all moral questions agree more closely than they themselves often imagine.

Com.—Mr. HOWELL, what advantages have you enjoyed?

Mr. H.—None, except to educate myself. I have not been to college.

Com.—I am sorry; a self-educated man is generally uneducated. Miss HOLMES, why do you teach school?

Miss H.—Because I have not wit enough to do any thing better. I suppose that we are all in that predicament.

Com.—Are you awake to its solemn responsibilities?

Miss H.—Feelingly so, sir. They consist in attempting to instill ideas into the minds of some dozens of neglected children, many of them unwashed and uncombed, who are herded in a school-room built without any intelligent regard to health, comfort or convenience, their parents trusting to the healing influence of my maternal wings to repair the mischief of their own bad example and neglect.

Com.—Mr. MURPHY, can you teach penmanship?

Mr. M.—Here, sir, are specimens of my writing.

Com.—Let me see specimens from you all. [*All present slips of paper.*] Mr. JONES, let me hear you declaim a paragraph.

Mr. J. [*assuming a theatrical attitude*]—“Nothing holds me.”

Miss H. [*aside*]—Can any one relieve him?

Mr. J.—“I shall indulge my sacred fury. If you forgive me, I rejoice; if you are angry, I can bear it. The book is written, to be read now or by posterity—I care not which. It may well wait a century for a reader, since God has waited six thousand years for an observer.”

Com.—Miss WADSWORTH, can you spell correctly?

Miss Wads.—Here [*presenting a paper*] is an exercise of mine which will inform you. [*Commissioner glances at it carelessly.*]

Miss H.—Allow me to remark that you hold the sheet wrong side up.

Com. [*confused*]—True, true; I thought it did not make good sense; that it read queerly. No offense, no offense. Mr. SMITH, from what family did you derive your origin?

Mr. S.—From the Immortal Gods, if ancient story is true. Phthah, the name given by the ancient Egyptians to the Creator, signifies SMITH. He is said to be the same as Hephaestus, or Vulcan, the divine Lemnian. When power had become subordinate to the beautiful, men of genius were termed *poets*, a word very nearly synonymous with SMITHS. Fabricius, the Roman, was also one of the family. Among the German races we find them again deified in the person of THOR, the god, and ennobled under their illustrious appellative, now so generally extended over the world. Divinity, genius, sagacity, skill, and worth are all personified under our name.

Miss H. [*aside*]—An illustrious family indeed! Princes in disguise, and most generally disguised! Why could I not abandon the ignoble vocation of school-mistress for an alliance with these noblemen?

Com.—Miss WILLIAMS, have you ever taught?

Miss Wil.—I have *kept* school; teaching is another thing, quite.

Com.—I trust that we are now acquainted, and will proceed to interrogate you upon the various branches required to be taught in school.

We will now read an exercise. [*A reading-book is procured, and each party reads a paragraph, not strictly attending to sense or punctuation.*] Miss DENIO, what is a noun?

Miss D.—The name proper to an individual or common to a class.

Com.—What are its accidents?

Miss S. [*hesitating*].—Really, I did not know of any happening.

Com.—How is the noun varied in form and position?

Miss D.—To express gender, person, number, and case.

Com.—In the sentence, 'I arrived while he was engaged', is *while* a conjunction or an adverb?

Mr. H.—It is generally classed with adverbs, but still performs the office of both parts of speech.

Com.—What is the standard of grammatical accuracy?

Miss H.—There is none precisely established. The practice of the best speakers and writers is generally cited, but we are left to our own judgment to select them. Some are simple and strong, like WEBSTER; others wordy and gossiping, like ADDISON; others ornate and overwrought, like BULWER; some affected, others stiff, and others trifling. Yet they are all standards to their admirers.

Com. [*aside*].—I do not know whether this is an answer or not. Mr. MURPHY, what is the object of the preposition 'of' in this phrase, 'The atrocious crime of being a young man'?

Mr. M.—And is it not *being*?

Mr. J.—Is not 'being a young man' a substantive, which *of* governs?

Miss Wads.—If the whole phrase is to be so governed, how can it be said to be analyzed? That looks more like synthesis.

Com.—We must follow the authorities, not differ from them.

Miss H.—Will the worthy commissioner instruct us as to what constitutes an authority?

Com.—The author of a text-book is an authority.

Miss H.—And when the authors differ, what must the teacher do?

Com.—Excuse me from answering. We will now take up geography. What is geography?

Mr. S.—A description of the earth's surface.

Com.—And what is a description of the earth's surface?

Mr. S.—I have not pursued the subject so far as that.

Com.—What is physical geography?

Miss Will.—That portion of the science treating of the peculiarities of the earth, the constituents of its surface, the phenomena incident to its existence—as, for example, the character of its animal and vegetable productions, its climates, seasons, etc.

Com.—What is political geography?

Miss D.—That which treats of distinctions of country and political institutions.

Com.—What is the law-making body in a despotism?

Miss S.—The crown.

Com.—What in a representative government—a free republic?

Mr. D.—The legislature, council, or congress.

Com.—What is the Supreme Legislature of the United States called?

Mr. H.—The Supreme Court. Unlike other judiciaries, it decides questions not submitted to its jurisdiction, and assumes powers which have never been delegated to it.

Com.—What is our form of government properly called?

Miss H.—The composite. It is a republic because the people elect its executive officer, an oligarchy according to Mr. HOWELL, and an anarchy according to CARLYLE, because mob-law is supreme.

Com.—Mr. MURPHY, describe the overland route to China.

Mr. M.—Is it not to go over Behring's Strait in the winter, and journey in a dog-carriage with the Samoyedes southward? Or must I turn mermaid, and travel with the corals?

Com.—That must be the Northwest Passage. What languages are most used in different parts of the earth?

Mr. J.—Chinese, Hindoo, Arabic, French, and English. Ghosts make use of the dead languages.

Com.—Have you studied American History? Do you know the particulars of the Landing of the Pilgrims, the Famine in Virginia, the Salem Witchcraft, the French War, the Revolution?

Miss D.—Yes, I think so; and if you will favor me with an interview sufficiently extended, I will tell you things stranger still.

Com. [*quickly*].—Oh, not to-day. I do not doubt it. We will now put our questions promiscuously. What force causes bodies to fall?

Mr. H.—Gravity.

Com.—What is gravity?

Mr. J.—The force which causes bodies to fall.

Miss H. [*aside*].—There, I have learned something. Gravity makes things fall because it is what makes them fall.

Com.—Mr. DAVIS, please tell us the relative distances of the several planets from the sun.

Mr. D.—The research of astronomers has not fixed upon a rule. The following, though empirical, has been adopted: *Assume a cipher for Mercury, 3 for Venus, 6 for the Earth, and 12 for Mars, and so on; add 4 to the numbers so obtained, and you will have very nearly the proportionate distances of the planets from the Sun. I will demonstrate on this blackboard. [Places the following:]*

	Mercury.	Venus.	Earth.	Mars.	Planetoids.	Jupiter.	Saturn.	Herschel.	Neptune.
	0	3	6	12	24	48	96	192	384
	4	4	4	4	4	4	4	4	4
	—	—	—	—	—	—	—	—	—
	4	7	10	16	28	52	100	196	388
Actual distance,	36 millions	68 m.	95 m.	142 m.	150 m.	485 m.	890 m.	1800 m.	3000 m.

Com.—What is reading?

Miss Wads.—It is the utterance, or rather the impressing upon the mind, of ideas obtained from written or printed language.

Com.—What is an inflection of the voice?

Mr. M.—Sure, and is it not this exercise an *infliction*? I am beginning to sweat under it.

Com.—In reading this sentence, 'Down the smooth stream of life', what slide has the voice?

Several—The downward slide.

Com.— I desire singing to be taught in schools. To ascertain your qualifications to instruct, please sing me a ditty. [*They sing.*] Very well. Mr. SMITH, Mr. DAVIS and Mr. HOWELL, Miss DENIO, Miss HOLMES, Miss WADSWORTH and Miss WILLIAMS, have sustained examination, and will be licensed to instruct in this county. Mr. JONES, Mr. MURPHY and Miss SIMMS, by reason of the request made by their employers, will receive licenses to instruct in their respective schools.

Mr. M.— I trust you do not mean to show partiality. Did we not all answer your questions?

Mr. J.— I shall, next fall, be in favor of electing a commissioner who knows his duty.

Miss S. [aside]— I do believe this examination is all a farce. I have a thorough contempt for it.

Com. [advancing to the front of the stage]— Such is the thankless duty imposed upon us. If we are unfaithful, the people blame us; while every teacher whom we reject becomes our enemy. And if we attempt to enforce the standard fixed by statute, the interposition of requests from school-boards for instructors unfit to instruct practically does away with the whole. If you wanted to purchase cattle, horses, or sheep, you would demand good animals or none; but those selected to take charge of young children are considered of less account than sheep. The employment of persons as teachers who are immature in years or experience, who lack in personal character and self-control, is an unmitigated evil. They are the true instructors who can not only go through day by day with the routine of a school-room, but can make their exercises pleasant, possessing intelligence in their vocation and knowledge of the great world, who are thorough in self-discipline and courteous in their deportment. But their number is small, and they would not often be appreciated if they should obtain engagements. [*Returning to the table, he sits down and fills the certificates, and, rising, presents them.*] I trust, ladies and gentlemen, that you will do credit to yourselves. I shall take an early opportunity to visit your schools, and promise myself an agreeable interview. The cause is noble; public sentiment is improving, and the unpleasantnesses which exist are no greater than are incidental to other avocations. Accept my best wishes for your success, one and all. I wish you a good day.

[*Curtain falls.*]

EXECUTIVE COMMITTEE, STATE BOARD OF EDUCATION.

THE Executive Committee of the State Board of Education of Illinois met in Bloomington, May 15, 1857. Messrs. REX, HOVEY, WRIGHT, POWELL, and WILKINS present.

The meeting being called to order by the Chairman, Dr. REX, D. WILKINS was appointed Secretary.

The Committee then proceeded to investigate the subscription raised by the citizens of Bloomington and the appropriation made by McLean County Court for the erection of buildings for the Normal University.

After various remarks, by members of the Committee and others, adjourned to 2 o'clock P.M.

TWO O'CLOCK P.M.—The meeting being called to order, the following resolution was adopted :

Resolved, That we require of the citizens of Bloomington a guaranty on the McLean County subscription, that the sum of fourteen thousand dollars be paid on the first day of August next, and the farther sum of fourteen thousand dollars on the first day of November next, and the farther sum of fourteen thousand dollars on the first day of February next, and the farther sum of fourteen thousand dollars on the first day of May next, and the remaining sum of fourteen thousand dollars on the first day of August, 1858, if called for by the Board, to enable them to erect the building of the Normal University: *provided*, that the Treasurer of the Board of Education shall give thirty days' notice, by publication in the Bloomington *Pentagraph*, that the sums aforesaid will be called for at the time they become due.

The following resolutions were then read and adopted:

Resolved, By the Executive Committee of the Board of Education of the State of Illinois, that JOHN E. McCLUN, their Treasurer, be instructed to carefully examine the list of individual subscriptions for the location of the Normal University near Bloomington, and take notes for all money subscriptions, and, in all cases which he shall deem necessary, take such additional security as he shall consider sufficient to insure the payment of the sums; and that he report on the subject to the Board at their meeting June 23, 1857.

Resolved, That there be a committee of two appointed to contract for brick, sand, lime, stone, etc., for the construction of the Normal University Building.

The Chair appointed Messrs. POWELL and WILKINS said Committee.
Adjourned.

D. WILKINS, Secretary.

GRAND EDUCATIONAL BANQUET AT DIXON.

THE Educational Convention at this place, April 16 and 17, after a very successful session of two days, after debates and addresses by distinguished gentlemen, and after adopting sensible resolutions, adjourned to Exchange Hall, where a magnificent Banquet had been prepared by the ladies of Dixon. It is estimated that no less than seven hundred persons were present. These all fared sumptuously, and yet there remained—not of the fragments but of the whole cakes—more than 'twelve baskets-full'. The *Dixon Republican*, edited by E. H. LEGGETT, Esquire, reports the proceedings, from which we copy.

THE BANQUET.—We can not speak too highly of the manner in which this elegant affair was gotten up. The ladies of Dixon have a most enviable reputation, far and wide, for the alacrity with which they respond to any call made upon their bounty; this Banquet did not belie their reputation.

Exchange Hall was most handsomely decorated with evergreens, bouquets, paintings and banners. The National Flag occupied a prominent place at the upper end of the hall, underneath which was the motto 'Knowledge is power'. Another banner bore the words 'Welcome, Friends of Education'. Six long tables were spread, which were not meagrely but most emphatically filled with the choicest delicacies. The tables were displayed with great taste, and ornamented with pyramids, bouquets, etc. Among the many good things with which they were filled were turkeys, hams, beef-tongue, game, oysters, ice-creams, jellies, tarts, and the whole family of cakes, small and great, from the humbler fry, of patty-pan dimensions, to colossal pyramids of richer make. We never before saw together so great an abundance of 'good things'.

The guests partook of the supper sitting, which added greatly to the enjoyment of the repast. The young ladies and gentlemen of the place were active in supplying the wants of all, and contributed much to the hilarity of the occasion by their joyous presence and attention.

The Dixon Sax-Horn Band favored the company with the most delightful music. This, we believe, was the first time this band has appeared in public, and we heard on all sides the highest encomiums passed upon the performance.

At the conclusion of the supper came the Toasts, which, with the responses, we reported for our columns.

OUR GUESTS.—They are welcome all—welcome to our homes and hearts. We love them, for they bear scars of the conflict. Veterans are they in the great army of civilization.

Responded to by Mr. WELLS, of Chicago:

"This kind welcome is not what teachers are accustomed to; and such a glorious feast will repay for weeks and months of 'boarding 'round'. When I, twelve years ago, took my first tour through the Western States, I became intoxicated with the country, and to-night, here in your midst, I have suffered a *relapse*. As I have gazed upon these tables, so bounteously supplied, I have had called to my mind the subject of supply and demand; but here is more than a supply. The City of Providence, by combined force, once fed fifteen hundred souls, and they called that a banquet; but here is a banquet and enough *left* to feed fifteen hundred souls. We not long since had an Educational Convention in Chicago, and thought we had a banquet, but since I have seen this I can never call it so again.

"The toast says that we bear scars of the conflict. Now while we do have them, on the one side we have the most pleasant associations on the other, together with the consciousness that we are engaged in a

great work. I hardly got into your hall to-day when the young ladies took me in charge; and I am surely delighted with my keeping, and have every reason to believe that other strangers fared as well."

THE LADIES OF DIXON.—The voluntary contributors of this banquet. Their deeds, like bright stars, beam forth intellect and beauty, and their *works do praise* them. May their sons be all Solomons, and their daughters the wives of school-masters.

Miss GUNN was called upon to respond, but, she being absent, Mr. E. B. STILES, of Dixon, was loudly called for, who said that, as *Gunn* had hung fire, or had gone off before the word of command was given, he would beg some bachelor school-master to take his place in responding. Professor EBERHART was loudly called for, who spoke in high terms of the promptness with which the ladies had come forward to provide this great feast, and of their widely-known hospitality. He thought, from the evidences before him, they well deserved to have school-masters for husbands.

THE OCCASION.—Full of thought and meaning, and points with a bright finger to the future.

Responded to by Mr. FREEMAN, of Freeport:

"Full of thought? If we had been presented with a diamond, that we might place an inscription upon it, to be presented to angels, how industriously would we labor to complete the task, that the inscription might be preserved. Here, this evening, are more than one hundred educators, making more enduring impressions, and this is why the occasion is full of meaning. They have the importance and dignity of duty before them.

"Why full of promise? I am a father; others are here. I have children. I ask not for them the riches, pleasures, or honors of this world, but that they may be trained for time and for eternity; this is why the occasion is full of promise."

PRESIDENT OF THE CONVENTION.—WM. BARGE, Principal of Dixon Union School. He is neither a sloop-of-war nor a schooner, nor yet a steam merchant-ship, but a *barge*, stoutly built, with a tall mast-head, ballasted with the ore of good sense, and passengered with a happy crew of philanthropic sentiments and all their family relatives.

Mr. BARGE, of Dixon, responded as follows:

"The flattering sentiment in this toast renders it necessary for me to adopt FRANKLIN's motto on this occasion, and allow *steamboats* to venture more, while I keep the *barge* near shore."

PRESIDENT OF THE BANQUET.—REV. W. W. HARSHA, Principal of Dixon Collegiate Institute. A tall man, college-learned; a wise man, ready-tongued.

To which Mr. HARSHA responded:

"I hardly know whether to regard this toast as a compliment or otherwise. 'A tall man'; well, is it fair to apply this description to me, considering the source of it? Let the ladies look at my bachelor

friend (Professor EBERHART) who proposed the toast, and say if it is fair to call me 'tall', 'college-learned'. Well, I believe I have a diploma some where, received at Old Union; but I think I have never shown it to mortal in the West. Here we think less of what a man has acquired in the way of honors than of what he does. We judge of men by their acts. In this respect, therefore, I have nothing to boast over my friend. In contemplating this toast throughout, I believe I can say that in no respect can I claim any of the distinctions designed by its flattering terms. In one thing, however, I may be permitted to claim superiority over my bachelor friend, I have a 'school-marm' for a wife."

THE NORMAL UNIVERSITY.—Let it be speedily established, fully *manned*, jealously guarded, and it will prove the best investment ever made by the State.

Responded to by Professor WRIGHT, of Franklin Grove, who said that many towns in the State were vieing with each other to obtain the establishment of this great institution at their respective points; that in another twelvemonth it would be equipped and under the direction of HORACE MANN, or some other leading instructor. The creating of this State institution for the developing of the school system he considered the crowning act of the Legislature.

COUNTY SCHOOL COMMISSIONERS.—Starved by law, tormented by the people, yet the most influential of county officers. May they live to see their children reap the reward of their labors.

Responded to by W. H. HASKELL, of Fulton county:

"Down in old Fulton the school commissioners are starved by law. I was starved out there; but now we are determined to torment the people till they give us live teachers as superintendents, and money enough to pay for their services. If we have been tormented, we are going to get paid, bye and bye, by witnessing the fruits of our labors."

LADY TEACHERS.—The darkness of ignorance must give way before the lightning of bright eyes. Triumph is certain with such *companions in arms*.

Professor EBERHART, being called for, said he did not know whether he was mistaken for a *lady*, or why he was again called on to respond for them. There was certainly no class of beings that he would sooner speak for than the ladies, especially after this demonstration of their generous feelings and noble sympathies. Did not know whether he was an embodiment of the 'darkness of ignorance', but he never *was* able to stand before the 'lightning of bright eyes'. With regard to the latter part of the toast, he would say that, unlike the gentleman (Mr. HARSHA) who presented it, he was not accustomed to take *such companions in arms*.

TEACHERS OF THE STATE.—A Spartan band of enlightened warriors. Their enemy Ignorance; their motto 'Victory or death'.

Responded to by Mr. STONE, of Ottawa. Mr. S. commenced in a

poetical strain with "My name is NORMAL on the Grammar hills," etc. He said, "Your enemy is Ignorance. Look at him in log school-houses; his armor, old straw hats, thrust through broken windows, while the inmates are stationed at the 'rule of three'. This evening we are now to challenge him; and rest assured that he will never give up till the light of truth shall be thrust into him."

OUR SYSTEM OF FREE SCHOOLS.—A grand magic machinery, extending its beams and pulleys to the farthest end of the State. It is lubricated with the oil of benevolence, and set in motion by *live teachers*. May it grind out *men and women* for the nation.

Mr. BAKER, of Rock Island, being called upon, responded as follows:

"LADIES OF DIXON, do you hear that? Is it possible that, after you have feasted this multitude till they must be filled, they now call for a BAKER? Don't you consider it a downright insult? But what can they wish that they have not had? This toast speaks of machinery. I hope the education of the young is not to be mechanical. It speaks of the 'oil of benevolence.' There is certainly no lack of that in this place, whatever there may be in others. May you still continue to '*pour out light and truth, as GOD pours out sunshine and rain*', until there shall not be found in this beautiful State a single child growing up to be unable to read the 'good laws of the commonwealth, and the Holy Word of God'. 'Live Teachers'. If the State provides for the erection of a new Penitentiary at Joliet, with *one thousand cells*, may she provide at least *one thousand seats in her Normal University*, for the young men and women to prepare themselves for the responsibilities of the teacher's office."

TWENTIETH SESSION OF THE ILLINOIS LEGISLATURE.—A richly-endowed Normal University and a remodeled system of Free Schools are exponents of *large hearts and wise heads*.

Responded to by Mr. M. S. HENRY, of Sterling, in a neat speech.

THE 'ILLINOIS TEACHER'.—The great defender of Free Schools in the West. May it never, like SAMPSON, be shorn of its strength.

Responded to by Mr. POPE, of Mt. Morris:

"There are two great enemies in the land, and we hope to fight like SAMPSON to defeat them, although I trust not with SAMPSON's weapon. The great enemies are Old-Fogysm and the trade of money-making. Shall we be conquered by them?"

TEACHERS OF DIXON.—Our heavily-manned *barges* are pouring deadly broadsides into the enemy's fleet. Our *smith* has forged the grappling-irons, and stands ready to board; and if this does not cause them to strike, *harsher* measures will be employed.

Mr. E. C. SMITH, of Dixon, responded:

"LADIES AND GENTLEMEN: Go with me to the Atlantic shore, and view those majestic vessels, with masts pointing heavenward, and

sails, white and pure, spread to the breezes of Heaven, bearing their precious cargoes safely into port. Come now with me to our own beautiful home, and behold our two noble *Barges* sailing over the sea of Ignorance, unharmed by the waves of Error, and unmoved by the storms of opposition, bearing their priceless burdens into the harbor of Truth.

"Go with me now to yonder jeweler's shop. See how carefully he moulds and polishes those precious metals, forming them into articles of most exquisite workmanship. Then follow me to yonder school-room and witness the operations of the *Smith* as he moulds and polishes the plastic material before him. He is doing work the influence of which will be felt while the great pendulum of Eternity, beating the thousands and tens of thousands of years, shall echo—for ever—for ever.

"But if the *Barges* founder, and the *Smith* proves unskilled in his business, then we must resort to *Harsher* measures."

LEE COUNTY.—May her teachers be the mighty of the State, and her soil a *lea* where intelligence, energy and merit always find a home.

Responded to by J. W. BARRETT, of Lee Centre, who said that he was reminded of the time when a monument was to be raised to the 'Father of our Country', and each State furnished a block with an inscription for the great structure.

That monument, when completed, would be crumbled by time, but there was another monument—of mind—now in course of erection, of which the teacher was the master-builder, which, as it rose in grace and beauty, displayed the inscription engraven thereon, and which time could not efface.

DIXON.—The East and the West, the North and the South, here meet to embrace; a beautiful city, fit even for the abode of the harper, harping upon the 'harp of a thousand strings'.

Responded to by Rev. J. E. BALL, of Dixon, in some very appropriate remarks, which were well received. He created considerable merriment by his allusions to the celebrated harper spoken of in the toast, so famous for the number of strings to his instrument.

OLD-BACHELOR TEACHERS.—May they be chastised with the rod of love, until they yield to woman's rights and bow their necks to the yoke of affection.

This toast created quite a sensation among the bachelors present, and a dozen well-known 'singles' were called for simultaneously.

Mr. WALLACE, of Port Byron, seemed, however, to be the favorite champion, who blushing responded:

"That toast takes my breath! Mr. President, am I to respond as the representative of bachelors? old bachelors at that? I tell you I would rather represent any other class of *sinner*s. But I hope the time will soon come when a bachelor teacher will be as great a curiosity as a live Egyptian. It is very well to talk about being married, but to me, sir, 'marriage is the rock on which I split'. It would be a trifling af-

fair if managed now-a-days as in the time of Father ADAM, when one could wake up and find himself a married man. They say marriages are made in Heaven; if they are, sir, they are a long time coming down to me and others, yet I hope on—"for the good time coming'."

Prof. EBERHART was next loudly called for. He was too full for utterance, and thought it strange that he should be called upon to appear for old bachelors, when he had twice responded for the ladies. Before the next Convention he would try and 'bow' as per toast.

THE CITIZENS OF DIXON.—They beat all 'natur' in 'takin' in' strangers.

Responded to by Mr. STEDMAN, of Dixon, who said, "I have long thought this the Garden State, and the Railroad State, and can now set it down as the *Educational State*. We are glad to take in strangers, and that, too, without charging two per cent. a month, in such cases as this, and shall be glad to have you taken in again as you have been this time."

The following volunteer toast was offered by Rev. Mr. HARSHA:

We will never say of 'Egypt' that her *root* is ignorance.

Responded to by Mr. ROOTS, of Perry county (Egypt).

He was sorry to be called out, as he felt sad that, while he had been entertained so sumptuously, he could not tender his friends the same in return. He could say, however, that the latch-string is always out, and that friends of education will always receive the best, with a hearty welcome, whenever pleased to 'go down into Egypt'.

LEE COUNTY SUPERVISORS.—They gave two hundred dollars to sustain our Educational Journal.

May each man live two hundred years,
And still be Supervisor,
And always when this cause demands
Respond the hearty 'AYE, SIR'.

Colonel DEMENT, of Dixon, responded in a short speech. He said that the citizens of Dixon were rejoiced to welcome those from abroad on this occasion; and, as a gentleman from 'Egypt' had said that they could not promise such an affair down there, he would say that they would be welcome to come here again; and that if they would come they would receive even better treatment than they had this time.

As it was now 12 o'clock, the meeting broke up, all being heartily pleased with the evening's entertainment.

The Band played 'Hail Columbia' as the guests departed.

If you have written a sentence that you think particularly fine, draw your pen through it. A pet child is always the worst in the family.

When your article is complete, strike out nine-tenths of the adjectives. The English is a strong language, but it won't bear too much reducing.

THE SOUTH WIND.

BY ARTHUR A. CLOYES.

THE southern breeze is dallying now
With the mountain pine and the maiden's tress;
It lifts the hair from the student's brow
And sighs in the oaks of the wilderness.

It plays o'er the sunlit ocean wide,
And it fills the sails of a thousand ships;
It drives the nautilus over the tide,
Where the wing of the wandering sea-bird dips.

It sweeps o'er the green hills far away,
Where the woodman's ax and his rifle ring;
To northern lake and mountain gray
It comes with the welcome tones of Spring.

O sunny Spring! life-giving Spring!
Thrice welcome art thou to our northern strand;
We hear again the blue-bird's song
And the cataract's chorus, deep and grand.

Thou bringest hope to the weary one
When the thousand cares of life depress;
Thy song's a balm to lonely hearts,
Like a loved one's tones of tenderness.

To me thou bringest, gentle May,
A dream of my school days, now long since past;
And school-day friendships—where are they?
Laid low by a mighty Iconoclast.

* ASHLAND, Mass., May 1, 1857.

LICENSURE OF TEACHERS.*

Now that the time is at hand when a selection is to be made of a teacher for the summer schools, we would have a word with county commissioners and school directors on this topic. Greater care must be used in this matter. There has been progress in the schools, and that indi-

* This communication should have appeared in the last number.—*Ed.*

icates that higher qualifications in teachers ought to be and will be demanded. There are three points in a teacher of youth that are indispensable. 1. Competence in literary attainments. 2. Capacity to govern. 3. Refinement. Any thing that is coarse in manner, habit or speech in a teacher of youth is greatly out of place. There are many traits needed to complete a teacher: energy, patience, kindness, and a kind and gentle manner of speech toward all.

It is always unpleasant to withhold a certificate from an applicant, and no reasonable mind can suppose we should consent to do it where duty did not demand it. And yet in most instances where this has been done no little hard feeling has been created in the minds of some in whose district the candidate proposed to teach; and, without knowing any thing of the qualifications of the individual except what he himself asserts, together with a few certificates, they suspect us of being governed by dishonorable motives, and of acting unjustly in the premises. We allude to this in no spirit of complaint, but to vindicate our cause against all such dishonorable charges, and to exhibit an obstacle that has been often and unjustly thrown in the way of the discharge of this part of our duty. The rejection of an applicant should excite no such feeling. We are not willing to believe that there is one who would be willing to submit a public school to the direction of an incompetent teacher, nor do we think the directors would justify us in licensing one who in their judgment was not qualified to conduct a school in a profitable manner. We have so felt, and have acted accordingly. Those individuals whom we felt bound to reject, in our judgment, were exceedingly deficient in the requisite qualifications. It is not every stranger who comes with certificates and written recommendations who is competent to discharge successfully the duties of a teacher. As a general thing, it is the reverse. Good teachers are seldom allowed to go begging for a school. They are the incompetent who are afloat in the community in search of employment, and who, not being in demand at home, seek to dispose of their ignorance in a foreign market. We do not mean to say this is true of all who come among us as strangers, for some have proved most excellent and successful teachers; but we mean to say it is true of very many. Nor is every young lady, fresh from the seminary, competent to take charge of a school of little children, whose first steps in the way of knowledge must be most important. Much less those who, having *finished their education*, are now ready, in their own opinion and that of a few partial friends, to let their light shine, without having opened a book which treats of the science of teaching, or given a thought to the matter other than that school-teaching in the summer is becoming quite a reputable employment, and begins to look toward respectability. Within the last few years a radical change has taken place in the method of teaching and conducting schools, and a higher standard of qualification is demanded to meet this advanced stage of progress. One may have been deemed well qualified five years ago, and, neglecting to keep up with the times, not be qualified now. Another might give sufficient evidence of literary qualifications, and on trial have a want of ability to communicate, or capacity to govern, or diligence and

fidelity in the discharge of duties in the school-room. In either case, the law, as well as the interests of our schools, most evidently requires that a certificate should be refused.

In a recent case, we filled up a qualified certificate to a young woman, and presented it to her with this remark, If you are satisfied that you can go into a school and conscientiously do justice to yourself, to your pupils, and the parents, without having read one word about your business, or made any preparation for your work beyond a seminary education, this will admit you to such a place. She took the certificate, and quietly walking to the stove, put it in the flame, saying, "I think I will not teach this summer."

Commissioners, let us lift up the standard a little higher in Illinois. This is what we need. One thing more: Let us urge and insist upon the attendance of the directors on the examination of a candidate for their school. This will help much to sustain us in elevating the standard of qualification, and will show them that we are just to the highest interests of the schools in rejecting more than we do now. H.

WINNEBAGO COUNTY TEACHERS' INSTITUTE.

THE second session of the Winnebago County Teachers' Institute, held at Roscoe, was under the direction of Professor S. WRIGHT, of Franklin Grove, assisted by Professor GEO. SHERWOOD, of Chicago, and Rev. ADDISON BROWN, of Rockford. The exercises consisted of drills in the common branches of education and illustrations of the best mode of teaching them; of the discussion of questions of importance to the teacher; of lectures and essays. Each of the above-named gentlemen, and C. A. HUNTINGTON, the County Commissioner, made practical addresses to the teachers. Messrs. SHERWOOD and BROWN delivered manuscript lectures upon 'Education'; A. W. FREEMAN upon 'Intellectual Life'; Rev. W. McCaIG upon 'Geology'; Rev. H. M. GOODWIN upon the 'Nature and Use of Language'. The lectures occupied the evenings.

The exercises of the day were spiced with witticisms, criticisms, and music. Mr. R. L. HOWARD spoke to the teachers upon their 'Qualifications'; G. W. HOUGH read an essay upon 'Astronomy'; and Miss E. L. THOMPSON upon 'Independence of Thought'. There were about ninety members present. The good people of Roscoe gave the teachers a *free* and *heartly* admittance to all the hospitalities of their homes — for which they have many thanks. The interest of the occasion continued and increased up to the close of the session.

We believe the teachers of Winnebago county went forth with much new light, and zeal for their labors.

A. W.

WHITESIDES COUNTY TEACHERS' INSTITUTE.

THIS body met Monday, March 30, at Unionville, and continued until Friday. C. B. SMITH, of Sterling, President, and W. W. DAVIS Secretary. The Institute was drilled in the various exercises of writing, mental and written arithmetic, geography, elocution, history, physiology, grammar, and composition. Several important resolutions were adopted:

Resolved, That school examinations are highly beneficial in their results upon the community.

Resolved, That chastisement before the school is highly pernicious.

Resolved, That the county school commissioner should have power to annul the certificate of a teacher when satisfied he is not performing his duty.

The following, offered by C. B. SMITH, elicited the most earnest discussion, not only from the teachers themselves, but from citizens of the neighborhood:

Resolved, That in view of the great and rapidly-increasing evils resulting from non-attendance and irregularity of attendance on the public schools, it is the duty of State Legislature to compel, by an express enactment, under suitable restrictions, the attendance of every child over seven and under fourteen years of age in some of the schools of the neighborhood at least six months every year.

It was argued by the opposition that compulsion is contrary to the democratic idea of our government; that the child will not learn when forced to school; that education does not *always* lead to the noblest manhood. The affirmative maintained that education, moral and intellectual, alone forms the true basis of all freedom; that proper inducements to draw the child to school will do away with the idea of force; that education is the surest guaranty of a successful life. After a protracted debate, the resolution passed, by a vote of fifty-one to twelve.

Resolved, That the thanks of this Institution are in an emphatic sense due the people of Union Grove for the very cheerful, generous and hospitable manner in which they have received and entertained the members of the Institute, and the interest they have manifested in the cause of education.

Addresses were delivered by J. PHINNEY and W. W. DAVIS. Essays were read by C. B. SMITH, Miss E. J. MELVYN, Mrs. E. FLAGG, and Miss M. MILLIKIN. The teachers were all 'live', and burned with a generous zeal to advance the best interests of the noblest of the professions. The citizens of the neighborhood, too, gave us their best wishes and suggestions. The attendance was large, almost double that of the last Institute. And in conclusion, Teachers' Institutes in this

county are accomplishing a most beneficial mission. Wherever our semi-annual meeting goes, it never fails to leave the community with a higher respect for the sanctity and nobility of the teacher's calling—a deeper sense of the importance of more thorough and comprehensive schemes for mental and moral instruction, and a more earnest desire to promote the already enlightened educational faculties of our growing country.

W. W. DAVIS, Secretary.

STERLING, April 6, 1857.

ADAMS COUNTY TEACHERS' INSTITUTE.

WE wish there was room to insert the proceedings in full, but the crowded state of our pages compels brevity.

President DAVIS, Vice-President RICHARDS, Secretary KIRKPATRICK, Professors JAQUESS, WRIGHT, WILKINS and ANDERSON, Rev. Mr. ANDREWS and Rev. Mr. WHITMAN, Messrs. NELSON and KINGSBURY, and Misses WEAVER and CHAMPNEY, took part in the exercises. We judge from the proceedings that *old Adams* is waking up. Her teachers are astir. Where was the commissioner? Read their resolutions.

Resolved, That, as the Adams County Teachers' Institute is now established upon a firm basis, we deem it the imperative duty of every teacher to attend its sessions who purposes teaching in the county.

Resolved, That we deeply regret the absence of our County School Commissioner from the present session of the Institute, and we sincerely hope he will not only consider it his *bounden duty*, but will esteem it a great privilege, to be present at its future sessions to lead us on to battle for free schools and free education.

Resolved, That the Honorable Board of Supervisors of Adams county be hereby earnestly requested to make an appropriation sufficient to defray the expenses of the semi-annual sessions of this Institute.

Resolved, That, in our opinion, the cause of education would be advanced by a more extensive circulation of the *Illinois Teacher* (an educational journal published at Peoria, under the control of the State Teachers' Association), and that the Honorable Board of Supervisors of Adams county be petitioned by our school committee and teachers to subscribe for a copy for each school of this county, as the respective Boards of other counties have done.

Resolved, That we feel deeply indebted to Professors WRIGHT and WILKINS for their assistance in promoting the interests of the Institute and in imparting so much valuable instruction in the best and most approved methods of teaching the different branches of the English language.

EDITORS' TABLE.

PLACE OF MEETING.—It will be seen by reference to the second page of the cover that Decatur has been selected as the place of holding the next session of the State Teachers' Association. Other places generously tendered their hospitalities, but it was thought that, inasmuch as this place was accessible to all parts of the State, and possessed ample accommodations, it should have the preference. Besides Galesburg and Paris, we wish especially to mention the young and thriving town of Carbondale. There was a strong desire to accept the invitation of her citizens and hold the meeting there, but it was feared the place could not accommodate the large number who wished to attend.

KANE COUNTY.—M. TABOR, Esq., School Commissioner of this county, has started a project which promises to awaken an interest in favor of the common schools. He has issued a call for a common-school celebration to be held in nearly all the towns in the county, commencing at Big Rock on the third, and ending at Geneva and Batavia on the nineteenth of June. An able article on 'Our Public Schools' from his pen appears in the *Aurora Guardian*. Give us more such commissioners.

THE Principal of the Normal School will be elected on the twenty-third instant. Messrs. MOULTON, EDWARDS, WRIGHT, REX and EDEN, committee.

THE next number of the *Teacher* will be devoted mainly to Normal Schools.

O. C. BLACKMER has accepted the principalship of one of the public schools of Rockford.

E. D. BANGS has accepted the principalship of Geneseo Seminary.

WE have a number of new books on our table, which will receive attention next month.

WE have received from a friend a communication entitled 'A Model School' (the school in question being that of Miss E. H. GOODALE, in Washington, Tazewell county, Illinois), which we shall publish next month.

SPRINGFIELD, Illinois, May 18, 1857.

C. E. HOVEY — *Dear Sir:* Inclosed is one dollar, for which please send me the *Teacher*.

Query: Who is 'me'? If the individual who sent us the above note will send us his *name*, the *Teacher* shall be forwarded *instantly*.

SCHOOL-HOUSE ROBBERY.—After a child begins to go to school, he should attend constantly, for one day out of a week breaks the entire chain of lessons, and totally unsettles the progress of the scholar. Nor is this all: such a scholar hangs like a dead weight upon his class, and impedes the progress of all the others. Punctuality is the life of business, and where more so than in the school-room? Therefore, every scholar should be sent to school in season. Has not every man a *right* to six hours' daily and uninterrupted instruction for his children? Is it not his property as much as his house, his land, or his crop? And when we send a child at improper hours do we not rob him of his property as manifestly as we do when we take his sheep or his cow? Rob me of my fruit, go into my granary and take my grain, or come to my cellar at dead of night and take my meat, or open my desk and take my money, but do spare me the privilege of educating my children for the great duties of life. This is the greatest robbery of all; for money or repentance can never bring back the privilege or pay the debt.

H.

SCENE IN AN OLD-FASHIONED (?) SCHOOL-HOUSE.—*The master sitting by the fire, and JOHN by a broken window.*

Master.—JOHN, compare the adjective 'cold'.

John.—Positive cold; comparative *cough*; superlative *coffin*!

Master.—JOHN, come to the fire and warm you.

MR. SILAS WILLARD, lately deceased in Galesburg, is one of the first citizens of our State—the very first, within the knowledge of the present writer—who has bequeathed any considerable amount to the cause of *common* schools.

MR. WILLARD was one of that noble class of which the LAWRENCES and GEO. PEABODY are such eminent examples—men who were architects of their own fortunes, and who have, though in many cases amassing vast wealth, still sought to cherish as their dearest possession a conscience void of offense before God and man.

After providing for his family, Mr. WILLARD bequeathed a remainder, being about one-fourth of his entire property, it is supposed, to benevolent purposes. His wishes as to the particular benevolent purposes were expressed more at length to Mrs. WILLARD, verbally; as also to several of our prominent citizens with whom he conversed on that subject the day before his decease.

He desired this remainder, which he estimated at between twenty-five and thirty thousand dollars, to be applied, with as little delay and legal interference as possible, to the erection and founding of a first-class Union Graded School. Especial stress was laid by him on the wish that this legacy might not be wasted in litigation, and that it should be at least the nucleus of a permanent, sterling institution.

There is no doubt that his wishes will be carried into speedy effect by those who have the management of his estate. Not only the city which is recipient but our State itself may rejoice at a gift so magnificent to an object so worthy and so noble.

E. S. W.

GALESBURG, Illinois, April 9, 1857.

The report of the Knox County Teachers' Institute, held March 18, 19 and 20, at Abingdon, I send you herewith. Unable to attend myself, I can not give you a more minute account, except from report, which says it was both interesting and profitable. Hon. HORACE MANN lectured before it. He had been previously engaged to give two free lectures in Galesburg, in addition to one in the regular course of winter lectures before the Gnothautii Society of the college. Before the Literary Society he spoke Wednesday evening, on the subject of 'Woman'. The morning after, at half-past ten o'clock, he addressed an audience that filled the First Church to overflowing, on the subject of Education. Saturday at the same hour, on the arrival of the Quincy train, he found the same church equally full to hear him again on the same subject. To hear HORACE MANN on Education, especially for us engaged in that cause, is a treat seldom enjoyed and never to be forgotten.

It would be impossible to give any abstract even of his lecture in the short space on the Editors' Table, but it may not be unprofitable, particularly to those communities just first contemplating the project of Union Schools, to rehearse his few, pointed, preliminary remarks, directed exactly at our case here.

With a population of some five thousand, we are divided into six or seven school-districts, just as all the world was before the day of Union Schools.

Having been, beforehand, pretty well instructed as to our circumstances here, he recommended substantially the following simple procedure:

Consolidate the districts. On the most conveniently central grounds erect one large building, large enough to accommodate all the pupils of the city, beautiful enough to be an ornament and pride, and with the necessary conveniences to make it best possibly adapted to the purposes of instruction. Let it be larger than our present wants, to accommodate prospective wants. If a tax would fall too heavily now, borrow the necessary funds, and require those who may hereafter be attracted hither by these same educational advantages to pay their proportion in lifting the debt in the future. Lay out and plant the grounds about the Union-School house in the most attractive manner possible. Hire one experienced head teacher or superintendent, at a salary sufficient to command the best talents. Support him by an efficient corps of lady assistants.

As we have good Academical schools already in operation here, it might be sufficient to provide for the two lower divisions, the Primary and Intermediate schools, for the present.

Mr. MANN strongly advocated the erection of but one central edifice, and some of his best applied remarks went to show the advantages, even to young scholars, of walking some little distance to school. As a general rule, those pupils who walked a half a mile or more were the brightest in their recitations, and on that very account.

E. S. W.

ADAMS COUNTY TEACHERS' INSTITUTE.—The teachers of Adams county held an Institute on Thursday and Friday, the ninth and tenth of April. A few only were present. Most of the time was spent in discussing matters pertaining to the teacher's calling. The teachers of Quincy showed much interest and zeal in behalf of their County Institute. Mr. DAVIS, City Superintendent, when he could be absent from court, then in session, Mr. KIRKPATRICK, Mr. RICHARDS and about ten ladies from the free schools, and President JAQUESS, Professor ANDREWS and the lady teachers from the Quincy Male and Female Seminary, and the Reverend Messrs. ANDRUS and MITCHELL, were in attendance a portion of the time. The County Commissioner, who should be the general, and around whom the teachers should rally, and by whom they should be led on to battle and to victory—where was he? No one could tell. The teachers from the country, for whom the Institute was held, to a great extent—where were they? With the exception of three or four, there was no response. The citizens of Quincy, who should have encouraged their teachers by their interest, sympathy and presence—where were they? At home, by their own firesides, dead to all that should interest them in the intellectual and moral improvement of their children, so far as the school-room is concerned, and dead to every interest and sympathy in behalf of those whom they have placed over their children as teachers. Such should not be the case. That beautiful and lovely city, lying upon the great Father of Waters, should be the first in the great educational movements of the age. Her citizens should arouse, throw all their energies around their free schools, and show to the world that the intellectual and moral training of their children is their first interest and care, and that they are determined to be not second but first in every thing that elevates the race. But, before I close, let me say to the few who are at work, *Go on!* Battle loudly, zealously and earnestly for the right. Let your only purpose be to arouse and reärouse until victory is yours. Have you been as faithful and as earnest with the parents of your pupils as you should? Will not the old maxim apply to some extent to you—'Physician, heal thyself'? If so, redeem your calling by doing your whole duty in future, and let Adams county stand first, educationally, in the Prairie State.

HERE I am, after a long and jolting ride, safely deposited in the hotel in Vandalia, county-seat of Fayette county. This town, although it bespeaks past prosperity through its dilapidated buildings, is again renewing somewhat its former growth. The old State-House is to be enlarged and refinished for a County Court-House. A large two-story brick building is to be completed for a Union School this Spring. The walls are up and the roof already on. Friend JENKINS, with an assistant, is the only pedagogue now in the field. They are laboring with good will and in earnest. Number of pupils one hundred and fifty.

MT. VERNON.—From Vandalia I went to Mt. Vernon, county-seat of Jefferson county. Professor LEATON is still at the educational helm here. His school numbers about two hundred. The citizens of this place exhibit much interest and good taste in the size and beauty of their public buildings. I had the privilege of riding from Ashley Station in company with Governor CASEY, who in 1828 was Lieutenant-Governor of the State of Illinois. From him I learned many pleasing incidents connected with the early history of this State—he having lived in it over forty years—one of which I will relate. In the year 1819, some eight or ten collected together and erected, in a few days, the first school-house in this portion of the State. It was located on a hill-side. Soon after they had commenced school, a number of rattlesnakes made their appearance and became altogether too neighborly. They even dared to show their heads, tongues and teeth in the crevices between the logs in the walls. They finally became so numerous that the children had to fight their way in going to and from the house. The Governor one day having a logging-bee finished before night, the company then took their hoes, shovels, iron bars, etc., and went over to the school-house to pitch battle with the snakes. Seeing some run into holes in the ground, they took off their coats, went to work, and pursued these ground monsters to their den. They continued to labor until darkness compelled them to desist, but in the morning they again renewed their work, and dug out seven hundred and fifty large snakes, which they heaped up into three piles with some dry tinder and burned. In the den many bones of different kinds of animals and old snake-skins were found. The Governor related many hunting adventures with the deer, the wolf, the bear, the catamount and the panther, which space will not permit me to record.

SALEM SCHOOLS.—The schools in this town are two. One numbers one hundred pupils, is kept in the Presbyterian Church, under the principalship of Mr. SKILLING, who has been in the field eighteen years. His wife, one of the most enthusiastic, earnest, live teachers that we had in our State, fell a victim to her zeal and labors last fall, and has left him to mourn her loss. Though she is dead, she lives in the affections of her pupils. It may be truly said of her, as it was of the heroic DRUMMOND, that she died at her post. Rev. Mr. CARRINGTON has charge of the other school, which is called the 'Southern Illinois Female Seminary'. It is in a very prosperous condition, numbering about two hundred.

SCHOOL AT CARLYLE.—Mr. WM. CARY has charge of the school in this place. Taking into account the situation of the school when he commenced teaching, it is astonishing to see the improvement he has made, not only in the minds of his pupils but also in the citizens of the town. The education of the children has been too much neglected. During the last year, Mr. CARY, directly from the Academic Halls of Portland, Maine, has set the ball in motion, which, if continued, must tell for the good of the children and citizens of this place.

MCKENDREE COLLEGE.—The number of students in attendance at this institution much exceeds that of any former year. Though it has been favored with greater numbers, it has not been free from adversity. Fire first con-

sumed the chapel; soon after, sickness, in the form of typhoid fever, snatched one and then another away, until six or eight were laid in the grave. Among the number were four of the loved ones of Dr. AKERS, the President of the institution. Thus the student escapes not the monster Death. Professors DAVIS, JONES and MORE, and Tutor JONES are still connected with this institution, laboring hard and earnestly for the promotion of all educational interests. There are two societies connected with the college, in a very prosperous condition. They have both expended about eight hundred dollars the past year in refurnishing their rooms. The number of volumes in the library of each is about eleven hundred. May the Platonian and Philosophian Societies long exist for good, and around them may ties of the strongest affection gather in the hearts of those who in the distant future may call McKendree College their *alma mater*.

D. W.

St. Louis, May 9, 1857.

THE MISSOURI STATE TEACHERS' ASSOCIATION closed its session last evening at half-past ten. It was opened formally on Wednesday evening by an address from its President, Rev. W. T. LUCKY, of Fayette. The number in attendance was about two hundred and fifty, and the proceedings were marked with much interest and life. One thousand dollars were pledged for the establishment of the *Missouri Teacher*, and a Board of Publication appointed who will make it live. Fifteen hundred dollars were pledged for the support of an Agent of the Association, who will take the field next Monday; and when I add that Mr. WM. S. BAKER, the coadjutor of BARNARD and MANN and others, in Connecticut and Rhode Island, was appointed the agent, I need not say the work will be done and well done. The meeting was a good one in every respect, and showed that if there are live teachers east of the Mississippi there are *liver* ones west of it. Our State Association was represented by Rev. W. S. POST, of Carbondale; Mr. HASKELL, of Canton; Mr. LEE, of Alton, and your servant—who were most cordially welcomed.

CORRESPONDING SECRETARY.

SOUTHERN ILLINOIS.—I will send you a few more words of encouragement from South Illinois. The Preparatory Department of CARBONDALE COLLEGE has been commenced—Professor WILLIAM SHERIFF, Principal. Many an infant has grown to be a great man. “Nothing succeeds so well as success”, said Prince TALLEYRAND. The Examination of the Marion School, taught by Mr. and Mrs. SCURLOCK together with Miss DOLE, was thorough, and to my mind satisfactory. The Exhibition passed off with *éclat*, the court-house being packed to its utmost capacity. Addresses were delivered by Rev. W. S. POST, Rev. S. H. BUNDY, and B. G. ROOTS, Esquire. Copies were requested for publication. A County Association was organized, with a large number of members—Hon. WILLIS ALLEN, President; W. R. SCURLOCK, Secretary. Mr. SWINDELL, the County Commissioner, with other friends of the cause, is doing a great and glorious work for ‘Old Williamson’. Both of the district schools in Carbondale are in successful operation. Our friend Mr. Roots says in the *Carbondale Transcript* that we have the best district schools he has ever visited, either in the East or the West. We all know he is no flatterer. Professor

WRIGHT, a short time ago, addressed the people of New Duquoin on the subject of a Union or Graded School. The school-house was filled with an attentive, intelligent congregation, who were pleased with his views. His address will lead to action—'noble, godlike action'. The citizens of that village are laying broad and deep the foundations of intelligence and virtue.

I have recently visited Richview, on the Illinois Central Railroad. There is great zeal manifested there for a first-class Graded School. The Railroad Company, with commendable liberality, to compromise the rival feeling that has existed to some extent between the 'old town' and the 'station', has donated seventy-six lots, worth at least three or four thousand dollars, for school purposes. Mr. SPOONER and other earnest men are doing their duty faithfully there. Mr. and Mrs. HUNTING are teaching with acceptance and success in the 'old town', and Miss BODWELL with zeal and devotion at the 'station'. I was informed by Mr. SPOONER that Professor DENNEY's Union School at Nashville is prosperous, numbering some one hundred and fifty pupils. I have also obtained a favorable report of the Seminary at Salem.

At Centralia a good common school is in operation, and I learned that a seminary will shortly be built.

Miss CHAMBERLIN, of Mount Vernon, is as active and efficient as ever in her laborious, useful calling. Rev. B. F. COCHRAN, of DeSoto, the next village to Carbondale on the Illinois Central Railroad, is stirring up the good people there to a due sense of their duties and responsibilities in educational matters. By the way, the beautiful new school-house at Anna, Jonesboro Station, has been lately destroyed by fire—quite a heavy loss to that thriving town.

W. S. P.

NEW YORK, March 20, 1857.

BROTHER HOVEY: A printer's blunder in the October number of your last volume* makes me commit one of the greatest discourtesies. I will quote as you have it, and then requote, correcting the punctuation. *See page 288.*

"Prof. PHINNEY, bustling and good-humored, FLAGG, C. B. SMITH, CLARK, KELLY, etc., all of them *professors*. I notice, the ladies perhaps excepted, all contributed their endeavors to enliven the entertainment."

Now is not that barbarous?

Amended: "Prof. PHINNEY, bustling and good-humored, FLAGG, C. B. SMITH, CLARK, KELLY, etc.—all of them *professors*, I notice, the ladies perhaps excepted. All contributed their endeavors to enliven the entertainment."

Fancy the feelings of a would-be deferential man thus transformed by a bad punctuation into a very Vandal. I would not, for a world, have been guilty of such a libel against the ladies whom, at the Whitesides Teachers' Institute, I had the honor of having for a constituency. The calm reproof of a McCLAVE, the silent reproach of a DICKEY, the scorn of a ROY, and, last but not least, the glowing ire of a MELVYN, I have not the firmness to withstand in a cause so unrighteous.

A. W.

* In justice to ourselves, we would state that the number of the *Teacher* referred to was printed after our office was destroyed by fire, at an office with which we had no connection, and that the work was not done under our supervision.—*Publishers.*

CIRCULAR FROM THE DEPARTMENT OF PUBLIC INSTRUCTION.

DEPARTMENT OF PUBLIC INSTRUCTION, }
 Springfield, Illinois, May 1, 1857. }

THE eighth section of the School Law, approved February 16, 1857, makes it the duty of the Superintendent of Public Instruction to make such rules and regulations as he may think necessary and expedient to carry into full effect the provisions of the above act, and also to explain, interpret and determine to all school commissioners, directors, township and other school officers, the true intent and meaning of the act aforesaid, and their several duties enjoined thereby. In compliance with the above obligation, the following explanations and interpretations of the act now in force are given.

§ 11. The authority conferred upon this Department to withhold the public funds from any district in which a school shall not have been kept according to law for six months next preceding that in which demand is made for payment, will be strictly enforced by the undersigned; and all school trustees and township treasurers are hereby required to reject the schedules from all districts which may be presented either on the first Monday of April or October, 1858, in which there shall not have been kept a school according to law for six months during the school-year ending October 1, 1857.

This rule would have been enforced at the following October distribution, had not my predecessor decided, in a circular issued from this Department October 18, 1856, not to exercise the authority conferred upon him for the year ending October 1, 1856. The funds in townships where schedules may be rejected for the foregoing reason will be distributed upon the remaining schedules as if no such rejected schedules had been presented.

The justice and propriety of the strict enforcement of the above rule by this Department will, it is thought, scarcely be questioned, when the following obligation, imposed upon school directors in section forty-eight, is duly considered :

They shall establish a sufficient number of common schools for the education of every individual person over the age of five and under twenty-one years in their respective districts; and shall make the necessary provision for continuing such schools in operation for at least six months in each year, and longer if practicable.

§ 25. The first election of trustees, as provided for in this section, will take place on the second Monday in October, 1857, and biennially thereafter.

§ 30. In case there are no trustees in a township, then the township treasurer should give the notice of election; and in case there is no township treasurer, then the county clerk should give the notice as provided for in section twenty-five.

§ 33. This section provides 'that school districts may be formed out of two or more townships or fractional townships; in which case the trustees of the schools of the townships interested shall act in conjunction in the formation

of such district'. A district thus formed as above can only be altered or changed by the consent of the trustees of all the townships or parts of townships composing such district.

§ 34. The following clause in section thirty-four, viz: 'the funds from taxes levied by the directors for the purpose of paying teachers', is declared a nullity, as it plainly conflicts with the general intent and purpose of the law. School trustees will therefore omit the above item in making their semi-annual computation for the payment of schedules, as all taxes levied by school directors are to be paid out only on the order of said directors. [*See section sixty-seven.*]

This section also provides that the trustees shall set apart such amount as a majority of the directors in any township may by petition request for the support of summer schools. The balance they are to 'apportion on the several schedules certified and returned from each school in the township according to law, in proportion to the number of days certified on such schedules, respectively, to have been taught since the last regular return-day fixed by the act or trustees for the return of schedules'.

No little misunderstanding, and consequent conflict of jurisdiction, has arisen between school trustees and directors from the want of proper knowledge of the powers conferred upon boards of trustees by this section. School trustees, under the act of 1855, were to apportion the money on hand, and subject to distribution, upon the schedules returned to them according to law, in proportion to the grand total number of days certified to have been taught since the last regular return-day; and then if there were any schedules which were not wholly paid, and any funds on hand subject to distribution, the said funds were to be reëxpounded upon the remaining unpaid schedules, until the funds were exhausted, when the trustees were to assess a tax upon the township to pay the balance due upon the schedules. A large number of cases have come to the knowledge of this Department where boards of trustees have assumed the unwarranted prerogative of judging of the amount per month which boards of directors ought to pay to teachers, and have refused to pay the amounts certified by the directors to be due upon schedules. It is hardly necessary to add that, though the abuse of the power conferred upon directors has undoubtedly been frequent, they were nevertheless made the sole judges, by law, of the amount of compensation to be paid to teachers, and the trustees had no power to go behind a schedule to inquire into its items, but were bound to pay the amount certified by the directors to be due, including also the teacher's board, if the directors saw fit to include it. This interpretation of the old law is given here more for the purpose of correcting some outstanding cases of this kind which still remain unadjusted, and which will have to be settled according to the views herein contained, than from any application it will have to the act now in force; as the latter expressly provides that each district shall pay the balance due its teachers after an apportionment of the funds subject to distribution upon the schedules in the township shall have been made.

This section farther provides that, if the amount apportioned upon any schedule is more than enough to pay the same, the balance shall be held 'sub-

ject to the order of the directors of the proper district, to be applied by them to the payment of teachers in their respective districts'.

§ 35. This section provides for the establishment of Union Schools, and for transferring pupils from one district to another, which can only be done by the consent of the directors of all the districts concerned. It is held that verbal consent is all that is necessary. If, however, any board of directors, for any reason, shall object to any scholars coming from another district attending any school, they must make their objection known to the teacher in writing. A mere verbal objection will not be a sufficient ground for the discharge of such scholars by the teacher. [*See Acts of 1851, p. 128.*]

Scholars attending school in any other district than the one in which they reside are entitled to their distributive portion of the public school-funds, even though no school may have been kept according to law in the district in which they reside.

§ 36. Article four in section thirty-six requires the board of trustees of each township to report the number of persons in their respective townships under twenty-one years of age, on or before the second Monday of October, biennially, GIVING EACH YEAR SEPARATELY. In order to do this correctly, an ANNUAL enumeration must be taken.

§ 39. This section provides that:

When any two or more districts shall be consolidated into one, the new district shall own all the corporate property of the several districts; and when a district shall be divided, or a portion set off to another district, the funds, property, or the income and the proceeds thereof, belonging to such district shall be distributed or adjusted among the several parts by the trustees of the town or towns to which such district belongs, and in a just and equitable manner.

The constant changes and fluctuations to which school-districts in a new country are subject render the insertion of a clause like the above into the school-law, a matter of no little importance to the success of a Free-School system. Heretofore, in dividing school districts no adequate provision has been made for an equitable division of the taxes which may have been assessed before such division, or of the property of the old district among the new districts which may be formed out of it.

§ 42. Under the act of 1855 any person might hold both the office of trustee and director. The new law provides that 'no person shall be at the same time a director and a trustee'. Persons holding both of those offices will either resign one of them (either they choose), or the remaining trustees and directors will order a new election to fill the vacancies caused by the operation of the new law.

§ 44. Section forty-four prescribes the time and mode of assessment of the entire amount of money necessary to be expended in the district for general school purposes during the ensuing year, in which the amount necessary for the purchase of furniture, fuel and district libraries may be included.

The proviso 'that the people vote the same as hereinafter expressed' appended to this section, is of no force, as there is no after provision made for taking a vote. School directors will therefore proceed as if no such clause were contained in the section.

§ 48. Section forty-eight authorizes the board of directors of any district to purchase school-district libraries and apparatus, to be paid for out of any surplus moneys which may belong to any district and remain unexpended in the hands of any township treasurer, subject to the draft of any board of directors, or out of the tax-funds of the district. In payment for libraries, the board of directors of any district may give an order on the township treasurer to be paid at the expiration of a certain number of months (say two, four, six or more months after date), according to the lapse of time which may intervene before the tax levied for the purpose of paying for said library shall have been collected and paid into the hands of the township treasurer.

The indorsement of the party to whom such order is given will constitute a sufficient receipt to the township treasurer, as required by section sixty-seven.

The directors of any district are authorized to purchase a library without submitting the question to a vote of the people.

The following remarkable provision closes section forty-eight—remarkable as well for the ambiguity of the language in which it is expressed as for the wide contrast its provisions afford to the unlimited power heretofore conferred upon school directors:

No school site shall be purchased or changed without the consent of a majority of the legal voters of any district at an election; in which case notice shall be given in the same manner and for the same number of days as is required for the election of directors, either by the directors or at least ten legal voters of the district: *provided, however*, if a majority of the votes cast at said election is not obtained for any site, the directors shall have power to locate and build a school-house which shall not cost over the sum of one thousand dollars; nor shall the directors have power to levy taxes for the purpose of extending the terms of schools for a longer period than six months in each year, nor for the purpose of building a school-house to cost over the sum of one thousand dollars, without the consent of a majority of the votes cast at said election. The notice shall state the questions to be decided at said election.

The ambiguity and uncertainty in the language of the above clause has already greatly embarrassed a large number of the school officers of the State, and nearly overwhelmed this Department with correspondence calling for explanations and interpretations. The clause is clearly susceptible of two constructions: one of which is, that no school-house can be built without taking a vote of the people; and the other is, that any board of school directors may build a house which does not cost over \$1000 without taking such vote. The latter interpretation is the one given by this Department, and, it may be added, more from a knowledge of what was the intention of those who adopted it than from any positive construction of which the clause itself is susceptible. In case of a vote being taken, a majority of those voting at an election will determine the questions to be decided.

§ 50. The law provides that all teachers of public schools shall be qualified to teach certain branches therein enumerated, but does not exclude the higher English branches, nor the languages, from being taught in our common schools, when it may be desirable to teach them. No school officer is therefore authorized to withhold any public money from the payment of any teacher's salary because such teacher may have taught any other branches than those enumerated in the law: *provided, always*, that the school is kept as a public school, and is under the supervision of a board of school directors.

§ 54. School trustees are required by law to apportion the public money

upon the schedules of their townships as often as once in six months, viz: on the first Mondays of April and October. They may, however, if they shall deem the same advisable, or shall be petitioned by a majority of the boards of directors of the township, make an apportionment upon the schedules at any time between the dates specified by law: *provided*, that due notice shall be given to the directors of all the districts in the township, so that the schedules of all such districts may be made out and handed in before such apportionment is made. Teachers are not unfrequently very greatly inconvenienced for the want of their pay, having to wait, in some instances, for months before the semi-annual apportionments are made to receive their compensation. This is manifestly unjust, and a due observance of the privileges conferred upon boards of trustees, as above stated, will very materially obviate all just cause of complaint. The undersigned regrets to be compelled to remark, in this connection, that, while the success of our Free-School System—popular as it may be among all classes of the people of the State, and destined, as it undoubtedly is, if properly fostered, to place our beloved Illinois in the front rank of that bright sisterhood of States which has already commanded the universal admiration of mankind—is almost wholly dependent upon the teachers of the State (than whom no nobler norabler body of men of their profession can be found in any State in the Union), the law is singularly oblivious to all LEGAL rights pertaining to them and all modes of redress for their grievances. This fact is extremely to be regretted, and in the absence of any better suggestion, and as the mode most likely to insure them against undue delay or other inconvenience in receiving their pay, teachers are recommended to make written contracts with the directors at the time of engaging to teach, stipulating all the conditions agreed upon between them, and making the directors PERSONALLY liable for any failure in the fulfillment of their official duties.

An administrator living in a different district from the one in which the property upon which he administers is situated should list the property in the district in which it is situated. It is held that property does not attach by construction of law to the domicile of the administrator, and hence is not taxable for school purposes in the district in which he may reside, but in the one in which the property is situated.

The determination of the public printers not to publish the school law until the whole of the other public acts passed at the recent session of the Legislature had first been published was as unexpected to this Department as it has been sorely perplexing to the thirty-four thousand school officers of the State. The utmost effort was made by the undersigned to secure an early publication, but without success.

School commissioners, and others, will render an essential service to this Department by securing the publication of this circular in the county papers of their respective counties.

The undersigned, assisted by a number of competent judges, has selected a series of books, to be styled the 'Illinois District-School Library', which he would embrace the present occasion to earnestly recommend to school direct-

ors and others for adoption in the various school-districts throughout the State. The list comprises the best works upon history, biography, science, travels, miscellany, agriculture, etc., and has been selected with the greatest care and with special reference to the wants of the people of an agricultural State. The books upon agriculture, horticulture, etc., have been selected by the leading friends of those great interests, and it is confidently believed will give entire satisfaction to all parties.

I would also heartily recommend the *Illinois Teacher*, a monthly educational periodical, published at Peoria, Illinois, to all teachers, school officers, and friends of education throughout the State. The *Teacher* contains monthly contributions from the pens of the ablest educational men of the State, is the organ of the State Teachers' Association, will contain monthly summaries of the decisions rendered by this Department, has confessedly the richest educational 'Editors' Table' served up in the land, and a variety of other attractions which render it peculiarly valuable to all friends of education. Address C. E. HOVEY, Resident Editor, Peoria, Illinois, inclosing one dollar.

WM. H. POWELL,
Superintendent of Public Instruction.

O B I T U A R Y .

DIED—In Princeton, April 23, 1857, Rev. AARON B. CHURCH, aged 59 years.

In the death of Mr. CHURCH the whole community sustains a loss, particularly the friends of education—of free public schools. He labored for the cause when, to a great extent, it was unpopular, and he accomplished much to elevate the standard of education. He was eminently the friend of *right*. He did not seek applause or popular favor; he looked for his reward in an approving conscience. He raised the standard of teaching, and taught the doctrine that a good teacher was a pearl, not to be bought without price. He was liberal, whole-souled, generous. No teacher ever found him otherwise than a warm friend, ever ready to counsel and assist. What is somewhat remarkable is the fact that the more he did for the cause the more he became interested, the greater his efforts. His whole soul was in the work; and when scarcely able to sit up, all day, we see him gathered with the teachers at their annual meeting, in Chicago, giving, as it were, the last of his energies to the cause of education. As a teacher, he was thorough and faithful; as a minister of the gospel for thirty years, he was stern, consistent, and earnest; as a school officer, he carefully considered the true interest of the scholars, and acted accordingly. In short, he was *the man for the place*. As a citizen, he was respected and loved. 'T is said my friend had faults: let him who has none censure them. The Master has said, Come up hither.

Though Mr. CHURCH had not reached the ripe age of three-score-and-ten, yet a life of constant labor had made him prematurely old. We might say of him, with the poet—

"And I am glad that he has lived thus long,
And glad that he has gone to his reward;
Nor deem that kindly Nature did him wrong
Softly to disengage the vital cord.
When his hand grew palsied, and his eye
Dim with the mists of age, it was his time to die."

J. A. S.

ILLINOIS TEACHER.

VOL. III.

AUGUST, 1857.

No. 8.

THE IMPORTANCE OF PRIMARY INSTRUCTION.

It can not be contradicted that every instruction ought to be adapted to the state of the mind of the pupil who receives it, and that if not it can not be of any benefit to him. The primary instruction, therefore, must be adapted to the mind of such children as have never been instructed, and are now sent to school in that state of mind which has got its formation in the course of life they have led from their birth up to their present age. In this state of the mind they are not prepared for the act of studying,—just this preparation is what is expected for them from the primary instruction. All our common schools are understood to be primary schools, and necessarily ought to be, for all children are sent there for their first learning. The importance of this first learning is obvious to every body who will consider that by the way in which it is done the mind of almost every child receives a certain shape, which in most cases will last and will decide the being and character of the individual.

For the purpose of showing and defining the importance and the aim of the instruction in primary schools, I premise the following principles, the truth of which, I have no doubt, will not meet with any objection:

1. Every child is born in a state or being of certain bodily and mental dispositions; bodily sound or sick; mentally with certain germs for certain faculties, which may or may not be developed.

2. The influence of the circumstances surrounding a child at his birth, in his childhood and the ensuing years, in which the forming of the individual character is taking place, in connection with the said dispositions, is the only and real cause of the formation of this individual character.

3. As the body does not grow and is not developed by addition to the outside, but by food, which by the power of the body's organization is changed into the body itself and so makes it grow; so the mind does not grow and is not developed by the impressions it receives from the surrounding world, but these impressions are the food, which, by

the power of its organization, the mind, in reflecting upon, makes use of for its development and progress.

These principles should decide the way in which children ought to be treated and cared for in the first stage of life, while under the sole care of their parents, which way, though very seldom by reflection but the oftener by the love of a pious heart, is known and more or less followed by every good, conscientious parent,—but frequently enough awfully neglected by careless and indifferent parents, who do not mind the responsibility increasing with every new descendant. These principles should farther decide the mode of language and behavior of every person of ripe years in the presence of and in their intercourse with children. And, finally, these principles should decide, besides the mode the teacher ought to adopt and to follow in the intercourse with his pupils, also, *the method to be employed in the first or primary instruction*, which now, omitting all other reflections, I make the only subject of this consideration.

“The mind does not grow and is not developed by the impressions it receives from the surrounding world, but these impressions are the food, which, by the power of its organization, the mind, in reflecting upon, makes use of for its development and progress.” *In reflecting upon! that is, by its activity.*

Consider how active the mind of a child must have been in that short space of time from his birth up to the time when he is qualified to be sent to school—in the short space of about six years,—while nothing but these impressions assisted him. The world, as far as it appeared to him, has become a fixed image in his mind; by the activity of his mind he has received the various objects presented to his senses, has reflected upon them, has compared, distinguished, etc., and is now in possession of an innumerable mass of the infinite number of things constituting the world, which now is represented in his consciousness as a fixed fact—and, more than that, has separated himself from this world, and calling himself ‘I’, proves that he is conscious of his individuality—the first step to immortality. But is this all? Has he not got, besides the representation of the world and of himself in his consciousness, the power of language? Can he not communicate his thoughts, his feelings, his wants, etc.? And what activity was required to accomplish this! He by his activity and reflection has brought under the control of his mind not only the things, their number, qualities, being, actions, etc., but also the names of all these, and, in addition, has seized on the rules how to place, to combine, to alter these names for the purpose of communication—he can not speak without really being a grammarian.

This is the state of the mind of our children when they are first sent to school; this state they have attained to according to the organization of their mind by GOD’s creation—GOD was their teacher till now. Shall GOD cease from teaching as soon as man undertakes to, what is called, ‘teach’, as soon as a child is confided to the care of the school-teacher? The answer to this question must decide the method to be employed in the first or primary instruction. As certainly as GOD has

traced this way for the development of the mind, so certainly the teacher should follow it in his method. The organization of the child's mind is not altered when sent to school; it remains the same. And as GOD was the teacher of the child till now, so he will remain his teacher, and the school-teacher ought to be his assistant, whose only endeavor and skill ought to consist in procuring the objects and in laying them before the child, not in such a way as to be forced upon the child's mind, and so interrupting and impeding its natural activity, but in such a way *as to leave it to the mind to be active, reflect upon, and so, by this reflective activity, to develop itself.*

Is this the way we pursue, is this the method we employ in our common schools? No, it is not, it is just the contrary. The teaching in our common schools, from the A, B, C, or the letters, through spelling, reading, arithmetic, and all the branches, is generally nothing but a crowding into the memory—and so the gold grains germinating in the bosom of a sound fruit, which, if they had been left to the influence of GOD's air and his sunshine, would have developed and grown and become a proud tree, proclaiming GOD's might and glory, offering its shade and golden fruits to mankind,—are thus covered, pressed down and buried by a limited amount of knowledge got by memory. This is certainly the case with thousands and thousands who have been trained by this historical or mnemonic method, and who if trained in the natural way would excel among us and be eminent men, while now they are lost in the crowd.

If the second principle (premised above) be true, "that the influence of the circumstances surrounding a child while forming his character is the only and real cause of the formation of this individual character," we must admit that by a method claiming only the mnemonic activity of the mind its creative power, the source of independent ideas, is neglected and suppressed, and the consequence will be that '*for truth*' the pupils trained in this way will have to apply to memory, will lose sight of the connection between their mind and GOD's voice and assistance in it, and will have no truth of their own, but will acknowledge and submit to the truth found out and pronounced by others. This will be, and really is, the fate of most men trained in the way at present adopted in our primary schools;—of most men, I say, why not of all? Because a genius will break all bounds set by man, and because some men have happened to be sent to school by intervals and for a short time only—where, therefore, they have got no real learning but just an idea of the subject of learning, which afterward, first by an unconscious operation of their mind, then by an impulse for and inspired with a love of improvement, they have cultivated by the activity of their mind—such we call '*self-made men*'.

We therefore should strive for a method of teaching that would set no bounds to any mind, whether a genius or not, so that every mind might have a chance to develop the faculties it is endowed with by the Creator. This method must be the art: *To lay the subject of teaching so before the mind of the pupils as to rouse their reflection, make them active, and so draw out and make them conscious of what was uncon-*

sciously hidden in their mind. Science and the arts are not, as they may appear to most men, a fixed fact, attainable only to a limited number of favored individuals,—no, but they are born anew with every new generation, and the germs for their attainment are distributed among the individuals of mankind in a greater or less degree to each; give him his chance and he will enjoy of his part, not only to his own, but to the benefit of his fellow men also.

In the system at present applied in our common schools, *books* are considered, if not the sole, yet at least the most essential means for instruction; these books the pupils have to learn by heart, they are forced upon the memory of the pupils, who have to study the books, but not the subject of which they treat—and, I am afraid, a good many of our good children are in the same position with that poor Mexican cazique, who, holding the Bible, offered to him by a priest as containing the Christian God, to his ear and then throwing it disdainfully away, said: It does not speak! and was burnt for this act;—so, a good many of our children, not understanding the language of the book they are studying, and getting tired of the mechanical task, throw the book away, neglect to learn their lesson—and are whipped for it.

By far the most of our school-books I know of are, more or less, calculated to give or represent systematically the whole of the branch of science they treat on, without regard to primary instruction. These books will do very well with pupils of a higher grade, who have received the real primary school education, and, therefore, ought to know how to study; but they will not do with pupils receiving the first instruction in any of the branches; these pupils, before being allowed to study the book, first ought to be familiar with the subject it treats on; and this is the business of the teacher of the primary school, and should be performed in the way or by the method above intimated, which now I will try to characterize more distinctly, and as briefly as I can.

The minds of children sent to school for their first learning are more or less in the state above described. This state, though not that of an evident consciousness, not produced by *deliberate* reflection, is *the product of intuition*, i. e., of the unconscious power of every mind to become aware, perceive, combine, compare, etc., and so to form and fix an image, idea, thought, or what name we may give it, which is now the property of the mind. In this way the mind has got possession of the *language*, or the foundation for singing, reading, grammar, etc.; of the *number* (at least of one and more than one), or the foundation for drawing, writing, geography, geometry, etc.; of *events*, or the foundation for history in all its connections,—and the task of the primary instruction is to cause the mind to proceed in the same way it has pursued till now, with the only difference, that while, till now, the subject for reflection, and so the progress, was depending upon accidents, the teacher from now by his questions will have to force the mind, without omitting a link, systematically to reflect and to combine, and so to cause it, by the activity of reflection, to change its first world, the result of intuitive perception, by and by into a world of conscious knowledge, of which the mind itself is the creator, and has gained, besides the

subject, the power of creating—no, has not gained this power, but has *conserved* it; for it was the gift by which it had received its first world, and which it has brought to the school—not to be lost, but to be strengthened by practice.

If we succeed in taking hold of such a method of training as will make, not the subject to be learned, but the state of the mind of the pupils the standard of its endeavors, what will be the consequences? Joyful learning, development of original faculties in individuals, thorough understanding of every branch pursued, self-reliance, independence of judgment—in short, mentally-independent individuals, to whom the wide field of knowledge and science is no longer a labyrinth, as they hold a clue to it in a thoroughly-disciplined mind. (Compare *Ill. Teacher*, Vol. ii, No. 1. The Purpose of Education, by B. G. N.)

G. B.

THE WEALTH OF A STATE.

BY T. J. C.

THE maxim that the wealth of a state consists in its citizens is scarcely more trite than true. But, to our mind, the aphorism means more than it bears upon its front. If we press it to its logical sequence, we shall find that it makes the wealth of a state dependent upon the amount of developed intellect in the state; that its *wealth* consists in its *intelligent* citizens, rather than as generally as stated above. This, although as much a cause-and-effect matter as the most palpable principle of political economy that might be cited, and although it carries with it the plainness of a self-evident proposition, may still be questioned by some, and is, now-a-days, practically ignored by many. Though we have neither space nor time, now, to go over the whole ground of argument which stretches out before us, we shall, yet, present a few thoughts which seem to support our interpretation.

And, in the first place, what is wealth? Is the gold which has, for ages, lain mixed with Australian or Californian sands, wealth? or the fertility which, century upon century, our prairies have been accumulating, in itself considered, wealth? Viewing these in the most favorable light, they are but remote or secondary means of wealth, deriving their importance from what they represent and from the superaddition of human labor. Is not wealth (from *weal*—*well*) rather, as the word implies, happiness, well-being, individual or public? And is it not clear that man's happiness and well-being can only flow from the right use of all his powers and faculties? And can man safely say—can he say at

all—that he rightly uses these, unless he knows their nature; unless he enlightens himself as to the manner in which, and the objects whereon, he may most advantageously exercise them.

Again: What an idea is involved in the word *citizen*! A person possessing the rights and capable of discharging the duties of a freeman—a *statesman*, as the word primarily implies, and as it meant in heroic ages. Will you say that this meaning of the term has passed away, and the lower, more limited one of inhabitant, voter, or property-holder, supervened? that our later times and altered social state have required the repeal of the higher acceptance? Will you assume that a high degree of intelligence and moral worth is not absolutely necessary for one acknowledging those sacred rights and bound to respect their correlative obligations? If you do, I tell you, your country will never take its place among the glorious ones of earth; your men will never form a part of that immortal circle of humanity of which they of Thermopylae and Marathon and Lexington and Yorktown are segments—will never culminate in such characters as WASHINGTON or BRUTUS. They will never constitute the wealth of their state; oftenest, perhaps, if you look closely into the matter, its incumbrance and degradation. But that better meaning of the word citizen, in a noble state, can never wholly pass away; it will only pass away amid wide-spread, deep-seated degeneration of national life.

A people never advances to greatness or becomes really prosperous by the force of mere numbers of inhabitants or miles of territory. We know that the power of a nation, now-a-days, is gauged by the census-returns; but, we think, often falsely so: for what is a census more than a bare enumeration of heads, without the least shadow of an attempt at obtaining even an approximate estimate of what those heads contain—whether they do not represent intellectual and moral blindness and obtuseness—whether all faculty of clear mental vision has not been destroyed in or denied them? Surely no reasonable man will predicate power, in its proper sense, of millions of heads which hold nothing, or worse; nor affirm that the state is truly wealthy whose occupants are possessed simply of the beaver-like faculty of constructiveness.

It is a common opinion that the United States, as a nation, is more powerful, presents a grander spectacle to the world and the future to-day than ever before in her history. For, argues this opinion, have we not twenty-seven millions of people, and a territory which stretches through the fairest and most fertile part of the earth, from one great ocean to the other? Do not the products of our farms and our factories lay the globe under contribution; and our merchant marine whiten the bosom of every water? We grant most of this; but beg leave to suggest, that the test of national greatness should not begin or end here. If it does, we shall have to forget that this country at one time bore a WASHINGTON, a JEFFERSON, an ADAMS, a HAMILTON, and three millions of men mostly heroes, and only remember her little population, her limited territory and despicable commerce; we must shut our eyes upon great lives and great deeds, and look only for great warehouses, and great machines. There is another and higher test, of which popu-

lation, territory and productions are but partial exponents: we mean, national character.

But if the wealth of a state depends wholly upon the number, and not the quality of its inhabitants, then are China, with its teeming millions, and Russia, with its barbarous hordes, the most prosperous nations on the globe, to-day; then must the Greece of LEONIDAS, and the Rome of REGULUS, yield the palm of historic renown to the Greece of ALEXANDER, and the Rome of NERO.

A moment's reflection will show us that we may not wisely trust much to the blind, unenlightened human intellect; to numbers of men without character or culture, acknowledging no allegiance to that moral governor of life and conduct, an educated conscience. Allowing to a state made up of men of this class the most favorable terms, the widest scope of material prosperity, the largest freedom of individual action, there is something fearful in contemplating it. Indeed, it is the most truly terrific spectacle upon which human sight may dwell. That liberty which intelligence and moral worth convert into a blessing, becomes in their absence a withering curse. There is no element of evil on earth so pregnant with misery to man as perverted human passion; as appetite which knows no restraint but gratification. The very faculty of reason, designed to act in concert with the conscience and enlightened will in leading the individual toward the true, the beautiful, the good, to the attainment of substantial happiness, when not so united adds more terrible momentum to his baser desires. In such case, man is not only animal in his propensities, but immeasurably more dangerous to himself and those around him. These propensities are limited in the beast; take away man's nobler nature and they are unlimited in him. But this is hardly a supposable case; for a state of that kind could not hold together a year. There could possibly be no union of the parts. A state never has been, and never can be, compacted without intellectual and moral worth; and, let the cynics talk as they will about the selfishness underlying social relations, there is a higher and a better basis for every social contract formed on the earth. We have adopted our illustration merely that the part which intelligence performs in the matter might stand more prominently out.

Let us turn from this general and moral aspect of the subject to a more specific and utilitarian one; and, in a few words, endeavor to estimate how much the quality of productiveness depends upon intelligence; how closely the pecuniary interests of a state are bound up with its educational.

Every thing which elevates man adds to his value as a producer or originator; and as his value is increased so is the prosperity of his nation increased. The Greeks and Romans understood this, and valued the labor of a slave at half that of a free man. HOMER tells us that

"The day
Which makes man slave takes half his *worth* away,"

and we can very readily appreciate the reason.

How much, for instance, have WATTS and WHITNEY and MORSE

contributed to the happiness and progress of the world! In a low, money sense, can you number the millions of dollars the wand of their genius has called into circulation? Who may count or calculate the blessings? It is said that four-fifths of all the improvements, inventions, and discoveries in machinery, so far as this country is concerned, for agricultural, mechanical, scientific and artistic purposes, have originated in New England. It is a universally conceded fact that, for thrift, energy, and all those social and domestic qualities which enter into the composition of the highest hitherto attained type of humanity, her people stand preëminent. But then she has the *best schools*; she fosters them as her dearest institution; and so did from the very first. Is not her social and political condition of easy explanation in the light of this one, comprehensive principle?

We make a few selections from reports of agents and proprietors of some of the most important manufacturing establishments in New England, in reference to the influence which education exerts upon the characters of employés and the value of their services. Says one:

"The rudiments of a common-school education are essential to the attainment of skill and expertness as laborers, or to consideration and respect in the civil and social relations of life. This mill may be taken as a fair index of all the others.

"The average number of operatives annually employed for the last three years, is 1200. Of this number 45 are unable to write their names. Of these, 29, or about two-thirds, are employed in the lowest departments. The difference between the average wages earned by the 45 and the average wages of an equal number of the better educated class is about 27 per cent. in favor of the latter. The difference between the wages of 29 of the lowest class and the same number of the higher is 66 per cent. From these statements you will be able to form an estimate, in dollars and cents, at least, of the advantages even of a little education to the operative; and there is not the least doubt the employer is equally benefited. My conviction is, that the best cotton mill in New England, with only such operatives as the 45 above mentioned, would never yield the proprietor a profit; his machinery would soon be worn out, and if the product is reduced in the ratio of the capacity of the two classes of operatives mentioned in this statement, it will be seen that the cost will be increased in a compound ratio."

H. BARTLETT, Esq., of Lowell, says:

"I have come in contact with a very great variety of character and disposition, and have seen mind applied to production in the mechanic and manufacturing arts possessing different degrees of intelligence, from gross ignorance to a high degree of cultivation; and I have no hesitation in affirming that I have found the best educated to be the most profitable help; even those females who merely tend machinery give a result somewhat in proportion to the advantages enjoyed in early life for education—those who have a good common-school education giving, as a class, invariably, a better production than those brought up in ignorance."

J. CLARKE, Esq., of the same city, gives similar testimony:

"I have found, with few exceptions, the best educated among my hands to be the most capable, intelligent, energetic, industrious and moral; that they produce the best work and the most of it, with the least injury to the machinery. On our pay-roll for the last month are borne the names of 1229 female operatives, 40 of whom receipted for their pay by 'making their mark'. Twenty-six of these have been employed on job-work; that is, they were paid according to the quantity of work turned off from their machines. The average pay of these 26 falls 18 $\frac{1}{4}$ per cent. below the general average of the educated engaged in the same departments.

"Again: We have in our mills about 150 females who have, at some time, engaged in *teaching schools*. The average wages of these ex-teachers I find to be 17 $\frac{1}{4}$ per cent. *above the general average of our mills, and about 40 per cent. above the wages of the 26 who can not write their names.*"

But we must forbear. We could fill many numbers of your journal with similar testimony and with illustrations of the proposition laid down above. What holds good of mechanical, holds equally so of agricultural and all other pursuits. Let us, for a moment, examine the bearing of our argument upon the cultivation of the soil; for that, in Illinois, must be the great, practical question; and if it appear that ignorance impoverishes a country, we trust the converse will be equally apparent.

To prove that unskilled labor exhausts the natural fertility of the soil and finally destroys all capacity of production, we need not limit our reference to the barren and deserted tracts of Virginia and the Carolinas. Evidence of the fact is found in all the older states of the Union, and in British America. Regions that, a few generations ago, were noted for their fruitfulness, an ignorant and consequently reckless method of treatment has reduced to semi-sterility. The southern part of Canada, in earlier times, produced wheat in abundance; but of late this crop has fallen off very much, and the oat and potato now indicate the maximum fertility of the land on which this grain was formerly raised. New England, for many years, yielded to the husbandman generous returns of wheat; but the supply has been decreasing at a rapid annual rate. In 1840 she produced 2,014,000 bushels; while in 1850 the yield was but 1,078,000 bushels. The wheat-growing region is moving farther and farther west; those new soils not yet vitiated by human agency giving large crops—shall we say larger now than they ever will again? Certainly the assertion is justifiable if a better mode of culture than that pursued in the places above referred to be not adopted and adhered to. New York has lost much of her once almost fabulous fertility; Ohio is losing it; Illinois will lose hers, unless a flood of light is let in upon the minds of her farmers; and it may take Science a century to partially repair the waste which ten years of mismanagement shall have brought about, and which a year's previous study might have wholly prevented.

Examples of the above, however, are not confined to this continent. They have long since been seen in Europe. England, in a few cen-

turies, was reduced almost to barrenness by a course similar to that followed by the agricultural pioneers of America. But her territory was more limited than ours; and a day came to her when her people, having exhausted the resources of one region, could not strike anew into the virgin soil of another. They had, therefore, to call knowledge to help them make up the past ill-treatment. Science has largely accomplished that renovation; and England, by its agency, can again boast as fertile portions as any on the globe. Such will have to be the experience of future generations here, unless their predecessors are wise in season. And, since 'an ounce of prevention is better than a pound of cure', would it not be better to call in Science at the outset? Since ignorance detracts from the wealth of a state and knowledge adds to it, are not proper and sufficient means of education the state's best investment?

Our article has extended to such unwarrantable length, that we have little room for reflections. The reader is invited to make his own application, draw his own conclusions and, if it so please him, follow out the line of thought herein indicated. We shall simply add, that those who gloat over the bare fact of increase in population, and base their ideas of national power and permanence upon mere numbers, are in danger of making a grand mistake. A nation will be powerful only so far as intelligence and moral elevation keep pace with the growth of population; only so far as it practically recognizes the principle that the obligation to educate increases with increase of inhabitants; and only so far as it feels that every child which is born upon its bosom brings with it imperative claims to have all its powers and faculties rightly trained, and made available to itself and its country. If *we* embody this principle and feeling in action, then will our *population* and *power* be interchangeable terms; then may the maxim which has been made the subject of our remarks be taken without qualification. But if we do not, perhaps the very things upon the possession of which so many of us pride ourselves as a nation may become the swiftest and surest elements of our destruction.

PEORIA, July, 1857.

A BANK in the City of Boston held a note for collection against a man in Rockland, Maine. The customary note was sent, but by some mistake it went to Rockall, Maryland, where, singular as it may appear, it found a man with the *same name*, who replied as follows:

"I reed A note from you stating that you held my not off 33 dolls I should like to know from whom that not is from i have no reculations off singing a note off that amount i suould like to know who that note is from iff a jist one I will pay it iff not you mout as well look for the devil as to look for me. Hurra for Fillmore.

"Yours rispiefilly."

A N O T H E R V I E W .

A FEW POINTS OF AGRICULTURAL HISTORY.

BY W. S. POPE.

MR. EDITOR:—While so many of your correspondents are so ably representing the progress of educational matters around them, I beg leave to introduce a short sketch of the one great science, without which nations could not exist; and from which spring the unbounded supplies of all other occupations. To meet the demands of *one* of the great *results* of this wide-spread and *practical* science, we are laboring as an educational association.

Then, while our interests in the line of building school-houses, manning them with noble teachers, and keeping the whole land of the North all alive in this great work of *general* intellectual education is *well* looked to, I may be permitted to entertain your large class of intelligent readers, by going with them back, along the paths we have trod, to where our fathers lived and labored, thought and died.

It is especially for the advantage of this agricultural community—together with all others, of course—that the elevation and perfection of our common school system is now sought after. When every household in the land shall have become one of large intelligence on all matters of direct and general interest, when every farmer, and farmer's son and daughter, shall be well qualified for *any* of the stations of social life; when, in connection with our schools, shall be learned the science of agricultural chemistry, and *practical* philosophy, as well as sciences of far wider range: the duties of citizens, the nature of governments and the proper source of their greatness;—*then* shall our country be *indeed great and happy*; not to say that it is not now in a degree great and happy, in laboring for and approximating that result.

Of the earlier ages of agriculture we have not so perfect knowledge as of some other less useful sciences. One thing we know, and that right well, that wherever this art has *not* prevailed, there the inhabitants have been but indwellers of caverns and hollow trees, huts and hovels; and with the beasts have lived and died, their spirits never ranging farther than the thickets they were born in.

MOSES, that great historian of many great events, whose effects are thrilling through the nations still, first gives us, incidentally, a glimpse of the agriculture of the world, when speaking, biographically, of NOAH, CAIN, and ABEL. Retiring from their watery life, he says: 'NOAH began to be a husbandman, and planted a vineyard.' That 'CAIN was a tiller of the ground', that ABEL sacrificed the 'firstlings of

his flock'. History informs us that the Chinese, Japanese, Chaldeans, Egyptians and Phœnicians held husbandry in very high estimation. So great was the veneration for this art, as of superhuman invention, among the ancient Egyptians, that the ox is said to have been some times worshiped (by the ignorant, of course) for his services as a laborer.

HESIOD, a Greek writer, a contemporary (by hypothesis) with HOMER, wrote a poem on agriculture, entitled *Weeks and Days*. XENOPHON, also, devoted a part of his time to the consideration of this great national interest. Their works are lost, all but some scraps. HESIOD mentions a plow, consisting of 'the share-beam, the draught-pole and the plow-tail'. Also, a cart, with 'low wheels, and ten spans (seven feet six inches) in width'. The rake, sickle and ox-goad are mentioned. They plowed the ground three times; once in Autumn, once in the Spring, and just before sowing the seed.

THEOPHRASTUS mentions six different kinds of manures, and says that a mixture of soils produces the same effects as manures. The celebrated M. CATO, it is said, derived his highest and most durable honors from having written a work on agriculture.

In the *Georgics* of VIRGIL, the majesty of verse and the sweet harmony of numbers add dignity and attractive grace to the most widely useful of all arts and knowledge.

Going out amid the beauties of Spring, or the glorious wealth of Summer and Autumn, VIRGIL's soul filled with the true poetry of Nature, and in the fullness of his spirit he exclaims:

. . . "Ye lights of heaven! whose sov'reign sway
Leads on the year around th' ethereal way;
Oh come, protectors of the plains! descend;
Each God and Goddess at my call attend,
Ere virgin earth first feel the invading share
The genius of the place demands thy care.
When first young Zephyr melts the mountain snow,
And Spring unbinds the mellow'd mould below,
Press the deep plow, and urge the groaning team
Where the worn shares 'mid opening furrows gleam.
Lands that the Summer sun has twice matur'd,
Profuse of wealth, repay th' insatiate swain
And pour from bursting barns th' exuberant grain."

It would seem, from another passage of VIRGIL, that feeding down grain when too luxuriant was customary, for he says:

"Him shall I praise, who, lest th' o'erloaded ear
Shed with prone stem the promise of the year,
Feeds down its rank luxuriance, when the blade
Waves level with the ridge its rising shade?"

Every great event in the history of nations, by which agriculture and its necessary attendant arts have been improved, has been also followed by a corresponding elevation in learning and the arts of civilization. For instance, the conquest of England by the Normans. Soon the cultivation of Flanders and Normandy made Britain bloom, by

turning its surface, then rude and unbroken, to fields and gardens, large, and rich, and fair.

During the reign of 'Good Queen BESS', TUSSEER published in metre his *Five Hundred Points of Husbandry*.

And the discovery of America gave an impetus to this noble profession, which will, probably, do more to develop the great resources of bountiful nature than any other of the world's interesting epochs.

The art is still in its infancy here.

In 1761 there were thirteen agricultural societies in France, and nineteen auxiliary societies. BONAPARTE, with all his ambition, saw that this was a subject worthy of his greatness, and, therefore, established many agricultural societies and *Professorships*, as well as botanical and economical gardens for the exhibition and test of the different modes of culture, and the dissemination of the knowledge gained.

Germany has furnished some works of worth on this subject. But the science in all its ramifications has not been so thoroughly improved as in Great Britain. The vine has been one of the favored and flourishing plants of Germany. And all its inhabitants, scholars and all classes, have reveled in its exhilarations.

When we come to the United States, I need speak no farther of the *history* and progress of this great national employment.

Our deep, rich soil, and endless variety of climate render this Nature's choicest garden spot,—pointing to which, she says to the hungry millions of the world, 'Go, work in my vineyard, and whatsoever is *right*, and *abundant*, I will repay thee.'

The result is, that, swift as the morning breeze, people spread over the fields of the land—and to-day the voice of the wealthy and merry farmer goes up to a gracious Heaven, from every nook, and plain, and mountain. The wealth of the earth is brought forth, and for its transportation and consumption, and to meet the thousand and many demands of the producers, cities are built of many leagues around; and the ocean is thickly peopled with the servants of, and coöperators with, the farmer.

Surrounded with these things, the *higher nature* of men loudly calls for a *higher life*, a higher state of mental and spiritual cultivation. And it is being provided. The thousand voices that I hear from every part of our noble State, speaking of the growth of the people in all things that are of good report, speaking of the thronging of our country's youth to the halls of science, speak a language of joy, a language of praise for the people.

Success in the employments of agriculture has brought about this glorious result. Let the wealth of the land be devoted to its elevation and refinement, until each farmer's and mechanic's house, as well as those of other professions, shall be a place where large intelligence abounds, sweetening the wholesome labors of life, and rendering society the most harmonious and glorious of all GOD's handiwork.

Let me here state, friends, that the object of the above paper was, not to give instruction in farming, but simply, by the most hurried

glance possible, to show that this occupation has always occupied the most honorable place in the minds of the greatest men.

Also, to show that, while we are so zealously laboring in the cause of education, we are not unmindful of other interests. And, also, to try to enlist farmers and all others in this same cause, that they may subscribe for the *Teacher*, and in all other ways so coöperate with the practical educators of our State that we may be enabled, in *all parts* of the same, to *excel* by growing vigorous and healthy in departments of intelligence, and by this means to merit the title 'Great State'.

MT. MORRIS, March 29, 1857.

TARDINESS IN SCHOOL:

ITS CONSEQUENCES AND REMEDIES.

BY A. E. WHITTIER.

"GOOD-BYE, Mother, I am going to school," said a merry-hearted boy about twelve years old, as he took his books and ran down the steps leading to the street; but his mother, recollecting that company was expected to dine with her, called him back, saying, "Charley, you must go to market before school."

"I'm afraid I shall be late, Mother," said Charley, "for it is only ten minutes of nine, and our teacher asked us all to try and not be tardy once this month; but I'll run." And Charley, who was as active as he was merry, loving both his mother and his school, started off in great haste for the market; and, had it not happened that a number of persons were claiming attention at the stall where he always traded, compelling him to wait, he would have accomplished his business and reached school in time; as it was, he did not arrive at the school-house until past the hour.

Poor Charley was much grieved to think that, notwithstanding his resolutions and efforts, he was again tardy, would be marked for error, and, what was worse to him, displease his teacher. While deliberating at the door upon what he should say, and dreading to enter, three of his schoolmates joined him. One of them, called Harry, accosted him with—"Well, Charley, I thought we were not going to be late to school once this month. I saw you going to market as I went to the post-office, and I thought you would be late; but I thought I should get back in time, and I should if Cousin Ellen had not told me if there were letters in the box to bring them right home, for she wanted to hear from uncle, who had been gone so long. So I got the letters as

soon as I could, and ran home; but when I had got half way to school I found I had forgotten my books, and had to go back for them. *I think it is too bad.* Now we shall have to stop at the master's desk before all the scholars."

"But," said Charley, "what makes you tardy, William?"

"O," said he, looking at the boy at his side, "Jim made me promise to call for him. So I went over there, and he had gone to the *dépôt* for his father, and I waited for him. But I do n't care; I've got a lot of excuses at home, and put one in my pocket, so if I was late I need n't have to stand in the floor. Come, let's go in."

With this they all ascended the stairs and were about to enter the school-room, when they discovered two boys, much larger than themselves, standing closely together in one corner of the hall, but who, upon being seen, came forward, saying in a whisper, "You had better not go in, boys; you will get whipped for being so late. We have been down to the lake this morning to have some fun, and now, that we are too late for school, we are going again to stay till noon. Come, won't you go too?"

But the proposition was heard by only two of the boys, Charles and Henry having already entered the school-room. William was half-inclined to follow the truants as they stole softly down the stairs; but his friend thought otherwise, and he concluded to go into school this time, but if he was ever tardy again he would go down to the lake and see the fun.

It is thus we become aware of the existence of an evil greatly to be deplored by teachers and the friends of education; the consequences of which no one can fully estimate, and remember that the smallest actions possess their weight of influence.

As a stone dropped upon the surface of a smooth sea disturbs the water, causing ripple after ripple to widen and extend in every direction, and the motion continues even after the eye ceases to discern it, so a *little act*, noted by an observer, exerts an influence which through the minds of others becomes so multiplied and increased that it is scarcely possible to calculate the amount of weal or woe resulting from it.

Tardiness is more common in public than in private schools; more common, also, in those of the city than of the country—perhaps for reasons which, together with the cause of its ever existing to such an extent as to demand special notice, it may not be unprofitable to examine in connection with some of its consequences and remedies.

'As the twig is bent, so is the tree inclined', is a maxim the truth of which no one doubts who has ever had the training of youth. To *early and home influences* are ascribed the good traits and manners of children, as well as the more perfect graces of riper years. It is no less true that the faults and vices of individuals, if not of the human family generally, are traceable to neglect of proper instruction in early life; though to charge parents with the faults of the children in every instance would be gross injustice.

One evident cause of delinquency in children is thoughtlessness on

the part of parents, and a want of care in providing for emergencies. As in the case of Charles and Henry, much depends on judicious management. The same watchfulness and care will likewise aid the child in gaining strength of principle with which to resist temptation.

Another cause for the frequent delinquencies of scholars is found in the total absence of sympathy between parent and teacher, and a want of coöperation in laboring for the improvement and welfare of the children. This is more particularly the case in large cities; where the duties of teachers are very arduous, and families so numerous, it is exceedingly difficult to bring about or sustain any social intercourse or union of effort.

Enough has been offered in regard to the *causes of tardiness*; its consequences are more numerous and extended, requiring more care to justly delineate, though not less apparent.

A child is some times necessarily detained by some of the family, and against his inclination, when it would be unkind and unreasonable to censure him for his tardiness. But are there not evil consequences attending it? He may come in just after the completion of some important exercise; his teacher may have offered some new and useful illustrations; suggested some elucidation for solving a difficulty; or given some directions to the school in regard to the better observance of orders; either of which being lost to him is sufficient to deprive him of his vantage-ground; and through ignorance he commits faults affecting not only his own standing but the interests of his class, if not of the whole school. Besides which, the *scholars*, a moment before quietly attending to their studies, are now diverted by the entrance of one whose demeanor they are curious to notice; *he* mortified and distressed by their scrutiny; the *teacher* annoyed that a portion of his labor is lost; *all parties* sensible of a disturbing influence, and the welfare of the school retarded by the unseasonable entrance of *one* tardy scholar.

How much more aggravated are the evil results when tardiness has become habitual to a large number in the school.

We have observed that the boy who had learned to be indifferent about his tardiness at school was also indifferent about his excuses; which, one may readily believe, would lead to still greater carelessness in more important affairs. So the truants, from a fear to acknowledge their smaller offense, were willing to commit a much larger one, opening new opportunities for advancement in the school of wickedness.

The cultivation of habits depending upon promptness, and which affect the character, usefulness and happiness of every one, make the results of tardiness appear self-evident.

'Procrastination is the thief of time.' 'Time is money'; and he who wastes money, through neglect to accomplish the good in his power, robs himself of heavenly treasures. Then, he who indulges in habits of delay must be both unwise and censurable.

If the consequences of tardiness are so many and important, it is desirable that efforts be made to discover some panacea for such a contagious, destructive precursor of misfortune.

There are remedies, and methods of eradication, but it is not in the power of teachers to accomplish it alone, even with their characteristic patience in well-doing. They must suggest, encourage and instruct, but parents and guardians must assist in the work; they must be visited and interested, and be made to realize the importance to their children of habitual promptness in every thing. One of the first and best means to be employed is the use of proper stimuli or incentives to duty; which, in awakening the interest, exciting the emulation, and attaching the affection of the scholars, serve to draw them with almost magnetic influence toward their school and studies.

Nothing is more susceptible to influence than the tender, impressible natures of children. Through their confidence in the integrity and worth of those to whom they look for guidance and counsel, and their affection for them, they may be moulded into beauty and sublimity. Through the example of teachers, and their truths, mildly but steadily enforced, united with the restraints and endearments of *home influence*, they may become ornaments to society, monuments in history, and the most beautiful objects with which God has blessed the world.

A MODEL SCHOOL.

BY C. W. WAITE.

SOME time since, while enjoying a short rustication, I was induced to spend an afternoon in the school of Miss E. H. GOODALE, of Washington, Tazewell county, numbering over a hundred scholars. And so well pleased was I with every thing I saw therein, that I internally vowed that *that* school should be set down in the memoranda of my memory as the model one; for there was nothing to be suggested in the whole management of the exercises, from resumption to dismissal.

The most prominent feature of the school was the perfect order that reigned. Now Miss GOODALE is by no means a woman possessed of a Napoleonic will, or a Wellingtonian faculty of discipline. She is but a weak woman, gentle, timid and retiring. How, then, could she maintain such good order in her school, composed, as it was, of some of the wildest and most ungovernable of girls, and of some of the most mischievous and fun-loving of boys? I did not know how until that afternoon, but by a sort of intuition I became possessed of the secret. If I am not egregiously mistaken, here lies the key of her control over her scholars. In none of those frolicsome, wayward, madcap girls was

there any thing essentially bad, but good, generous, true emotions predominated. The exuberance of their joyous spirits, like the foam of champagne, having been blown away, the shining, crystal nectar of thought, principle and purpose was there in all its purity. Nor was there aught really bad in any of those boys, mischievous as they were, and even as they seemed to be by nature. Each one had his 'good streaks'; each one was susceptible of being influenced by good motives. And it was by assiduously drawing out and developing the better natures of those girls and boys—by continually placing before them incentives for noble conduct—that Miss GOODALE won her pupils easily and completely over to the side of right. She won their *hearts*, and this is all that is sufficient, I trow. By the power of love and gentleness she led them—and what power is greater?

There were some classes in Miss GOODALE's school that were conducted in a manner which deserves particular notice. The class in Mental Arithmetic was one that attracted my earnest attention. Miss G. taught from COLBURN, but seemed to improve upon the author in drilling the class. I venture to predict that not one of that class will ever have cause, when arrived at adult years, to complain of trouble in mental arithmetical calculation.

I was much pleased with the class in Geography. The pupils seemed to take a real interest in the lesson—something that used to be uncommon when deponent went to school. By various remarks, and explanations, and questions, she led the members of the class to fix permanently in their minds the substance of the whole lesson. She also had them draw maps upon their slates—a most excellent practice, and one that I am glad to see is coming into general use.

The class in grammar was not an advanced one, but I was glad it was not, as I had an opportunity to observe her method of inducting beginners into the science. Her plan was essentially her own, and if I were to give it a name, I should call it the Common-Sense Plan. She adapted her illustrations to the capacities of the pupils and to the circumstances that surrounded them; and took the easiest, plainest and quickest mode of familiarizing their minds with the principles of grammar—principles that gray-haired teachers some times step into their graves without having ever understood.

In all the recitations in the various branches, Miss GOODALE seemed to adopt her own plan of teaching and illustrating. While I was visiting the school, a young lady, who had been a popular teacher for some time, was also visiting it. She said she was spending a week with Miss GOODALE to learn from her how to teach—had 'brought her sewing', and intended to stay until she had stolen the secret of Miss G.'s success. It would be well for many young ladies to take their sewing into my friend Miss GOODALE's school; it is as good as a Teachers' Institute.

When the exercises closed for the afternoon, Miss GOODALE requested those who had been guilty of breaking the rules of the school during the day to rise. Nearly the whole school arose. Then each one gave the instance in which he or she had broken the rules. This one had

whispered, that one had laughed, the other had left her seat a moment, and so on — but scarcely one of the offenses was worth reproving. By this means the pupils are made their own censors, and the beneficial result of the adoption of the plan was evidenced by the unusual quiet that pervaded the whole school.

EXPERIENCE. — NUMBER II.

MR. EDITOR: In my last communication I promised to describe my manner of teaching some of the different branches: I shall commence with the letters of the alphabet. These I have printed in large type on a card which I can hang up in some prominent place where all can see it. When I am ready to instruct my abecedarian class, I take the card in my hand and say something like the following: 'Come, children, don't you want some fun?' This excites their curiosity, and as they come around me, I say, 'Now I am going to point out some letters on this card, that I'll bet you can't name'. Some little fellow says, 'No you can't'. 'Well, we'll see', I repeat. I now point out the first letter. 'That's A', says one, with an air of triumph. This they all repeat in an instant. I now say, 'Well, you have beaten me once, but I'll try you again'. I now point out the second and third letters, with like results. I now hang up the card and say, 'After a little while I will call you again, and see if you do n't forget those letters by that time'. Their attention is now fully fixed, and in the course of three or four days all the letters, large and small, are fully mastered. I now proceed to instruct them in the sounds of the several letters and combinations, which takes two or three days more. I now set them to spelling and reading easy lessons, instructing them in the meaning of such words as they do not readily understand. Proceeding in this manner, I find no difficulty in the advancement of my pupils. My plan has been severely criticized, but, after a trial of several years, I am more fully convinced of its benefits. If properly managed, it is perfectly harmless.

When I teach a class to read, I require it done as though they were parties, and telling each other something that had happened to themselves. This fixes attention, and produces that natural tone of voice so desirable in a reader.

Some times I read the story and relate it to them, and let them criticize me (making mistakes on purpose). Then I cause some one of them to relate the same, and let the rest criticize him.

This requires labor and patience, which none but the *lover* of the *school-room* can afford. But this is long enough; I will write again.

RILEY M. HOSKINSON.

A DAY IN SCHOOL.

LET the day begin with a few strains of solemn and sweet music, to soothe the feelings, and elevate the thoughts, and compose the mind to the frame of study. Let a short passage from the New Testament or the Old follow, and, if the teacher can engage in it sincerely and reverently, an act of worship; for the first object should be to train the higher sentiments. To the same end, let occasion always be taken of every violation of the law of kindness, of truth, or of justice, to enforce their obligation, not in a spirit of fault-finding and severe rebuke, but in such a tone of benevolence as shall be a living example of the lesson taught. Let a constant appeal be made to the sense of right which exists in every heart. That appeal is never made in vain, and the heart responds to it more surely and earnestly, the more earnestly and frequently it is made. Let a spirit of the highest generosity be habitually shown by the teacher. There is never too much of it in the world, and in no part of the world is it more in requisition than in the midst of the political contests and the eager struggles for wealth and distinction to which our freedom will always give scope. It is one of the secrets of easy and pleasant government in a school, for there is nothing to which the child's heart answers more naturally than generosity.

A teacher should be a person of enlarged sympathies. Dry, unhearty lectures upon the moral virtues are the most profitless of all preaching. A kind word, or kind tone, or kind look, may do more to teach them than all the homilies that were ever uttered. Men must often have their hearts reached through their heads. Children are truer to God's workmanship, and we must reach their heads through their hearts.

H.

R E W A R D S .

BY P. ATKINSON.

THE hope of reward is always an incentive to action. This is true in all stages and conditions of life, from infancy to old age. The mechanic at his bench, the merchant behind his counter, the orator in the forum, and even the beggar in his rags, all toil with the hope of reward. Take

away this hope, and you at once cripple industry, stop improvement, and send a death-chill to the heart of civil society.

A principle so universal, so deeply rooted in our nature, can not be ignored in school. The scholar at his books needs the same incentive to action as the laborer with his pickax or his spade, and toil without the hope of reward must prove as detrimental to the interests of the one as the other. The slave goes to his task driven by the lash, but the free laborer voluntarily, and with cheerfulness and energy, knowing that he shall eat the fruit of his labor. So the pupil may, from fear of punishment, drone over his books and acquire a half-digested knowledge of his studies; but the pupil who has before him the proper incentive to diligence, the certain hope of ultimate reward, applies himself with undeviating ardor and untiring perseverance.

What, then, shall be the diligent scholar's reward? Shall it be a present from the teacher, a ticket, a book, a picture, a silver medal; things which perish with the using, which afford a transient gratification of vanity to the successful competitor, while they excite the envy of the unsuccessful? Or shall it be the higher and nobler reward which is found in the consciousness of self-improvement, of duty faithfully performed, in the gratification of a thirst for knowledge, in the prospect of future usefulness, in the teacher's approbation, the parent's smile?

Do I hear it said that such rewards may suit older students, but that children are not capable of understanding and appreciating them; that they need something more tangible as a stimulus to study? Children often know more than we give them credit for. The love of knowledge manifests itself even in infancy; before the child has even learned the use of language, it is every day adding to its store of knowledge, and expresses its delight or surprise as it meets with new objects and enters upon new scenes. If, then, the infant finds its reward in having its love of knowledge gratified, if it is pleased with the development of its faculties, much more the child that is old enough to attend school. If proper methods of instruction are used, I am persuaded that knowledge can be made sufficiently attractive to induce even a child to love it for its own sake.

Premiums given to pupils who make the most advancement generally fail to accomplish the object designed. In every school there are a few who have brighter intellects, and are capable of making more rapid advancement than their fellows. These always secure the premiums, while the duller and more backward pupils, for whose encouragement the premium is more especially designed, after a few ineffectual attempts to win, seeing themselves outstripped by their brighter competitors, give up, disheartened, and sink deeper into their former lethargy and dullness. Thus the premium stimulates those who need no stimulus, while it retards those whom it is designed to advance. And what reflecting teacher has observed this repeatedly without being convinced that the evils of the reward system more than counterbalance the apparent good.

Premiums are liable to produce undue attention to some particular branch, while others equally important are neglected. How often do

pupils study the spelling-lesson for hours, that they may win some trifling premium, while the geography, grammar, or arithmetic, receives but a hasty glance. If, to obviate this difficulty, premiums were given for proficiency in all the various branches, one still more serious would be incurred, since each pupil would be induced to bestow undue attention on that branch which he could master with the greatest ease, and neglect others of more vital importance to him individually; thus subverting the principle that education is the result of mental effort properly directed, and does not necessarily consist in the amount of knowledge acquired. Yet there seems to be no good reason why premiums should be given for advancement in one branch of study more than in another; every study has its difficulties, and those pupils that are proficient in one study may be very deficient in another. But it is evident that such a general system of rewarding would defeat its own object, as the reward would cease to possess in the eyes of the pupil that value which creates the desired stimulus.

The giving of rewards often creates ill-will and petty jealousies among the pupils, both toward each other and toward their teacher. One and another, not taking into consideration all the circumstances, will complain that they have not been dealt fairly by. Nor is this confined to the younger class of pupils. I have known even the marking of a merit-roll to create so much strife and ill-feeling among the students of a large institution that the faculty found it expedient to make it altogether a private matter, letting no student know what another was marked on the roll.

Mental stimulants, like bodily stimulants, are liable to excite an unhealthy action, which must necessarily bring on an unfavorable reaction. This we see exemplified in the case of those who are addicted to novel-reading of a certain character, and of those who seek the excitement of the gambling-table; such excitements create a morbid appetite, and a distaste for the common affairs and duties of life. And premiums, I apprehend, are liable to produce similar effect, in the school; the pupil ceases to seek knowledge for its own sake, and studies for the excitement produced by the premium, and, unless the appetite thus created is continually satisfied by the offer of premiums, the ordinary duties of the school become dull and common-place.

Let the teacher make all the exercises of his school pleasing as well as profitable, let him labor so to interest his pupils in their studies that they shall find them not to be dry tasks, but well-springs of knowledge, and he will have no necessity for getting up an artificial interest by means of premiums.

THE *New-York Puritan* says: "A little child of an acquaintance, who had just begun to talk, the other day said he thought 'Heaven must be a very pretty place'. When asked why, he replied—alluding to the stars—"They have such pretty *nails* in the floor'!"

ILLINOIS PHONETIC ASSOCIATION.

As no notice of the doings of this Association has appeared in the *Teacher*, I forward, in *phonetic type*, the names of the officers elected, a copy of the constitution adopted, and the resolutions passed.

To those who are unacquainted with the *Phonetic Alphabet* it is only necessary to say that it is based on the principle, "one character for each elemental sound, and only one sound to each character."—The *sounds* of the letters are denoted by the *italics* in the words below them.

ɛ ɛ Eɛ Əa Aa Aq. Өө Oo Oo Ii Ee Aa Aa Oo
eel earl ale air arm all old ooze it end at ask on

Uu Wu Fi Oo Xs Uu Cq Ht Ad Sf Zz Wp
up full ice oil our dupe each bath the she vision sing

b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y and z as usually employed.

A konvenſon ov ðe frendz ov ðe Fonetik sistem ov rjtiſ and ɔrtografi, from varius pɔrts ov ðe Stat ov Ilinoſ, woz held imediati after ðe adjurnment ov ðe Stat Tegerz' Asosiaſon. A Stat Fonetik Asosiaſon woz ɔrganizd bi ðe adopſon ov a konstituſon and ðe elekſon ov ðe foloſiſ

OFISERZ:

Prezident—Prof. Jon F. Bruks, ov Sprinſfeld.

Vjſ-Prezident—D. D. Wat, M. D., St. Ɔqlrz.

Sekretari—F. N. Blak, Esk., Sikeſo.

Trezyurer—Jamz Hanzburg, Frepɔrt.

Egzekutiſ Komite—O. C. Blakmer, St. Ɔqlrz; J. B. Nukum, Eljin; L. D. Glazbruk, Napervil; A. C. Buſum, M. D., Sikeſo; S. R. Jɔnz, Paleſtjin.

KONSTITUŒON.

Ɔe foloſiſ iz ðe Konstituſon adopted fer ðe guvernement ov ðe sɔsjeti.

Art. 1. Ɔis Asosiaſon ſal be kɔld ðe Ilinoſ Fonetik Asosiaſon.

Art. 2. Ɔe objekt ov ðis Asosiaſon ſal be ðe diſeminaſon ov fonetik ſjens, and eſpeſali ðe intrɔdukuſon ov Fonetipi intu primari skɔlz az a menz ov tegiſ ðe preznt mɔd ov rediſ and ſpeliſ, and Fɔnografi in ðe hjer depɔrtment ov ðe Publik Skɔlz, and ðe Akademiz and Kolejez.

Art. 3. Ɔe ofiserz ov ðis Asosiaſon ſal be a Prezident, a Vjſ Prezident, a Sekretari, a Trezyurer, and an Egzekutiſ Komite ov fjv, hɔ ſal be elektet anyqali, in ſuſ maner az ðe Asosiaſon ſal from tjm tu tjm diſrekt.

Art. 4. Ɔe dɔtiz ov ðez ofiserz ſal be ſuſ az yuzqali pɔrtan tu ſuſ ofisez.

Art. 5. Ɔe Egzekutiſ Komite ma, at der diſkreſon, apɔnt a kɔreſpondiſ Komite ov wun in ɛſ kɔnti, hɔz dɔti it ſal be tu ad ðem in kol-ektſiſ fakts in relaſon tu ðe progres ov Fonetiks.

Art. 6. Ɔe Egzekutiſ Komite ſal deſignat ðe tjm and plas ov holdiſ ðe anyqal metiſ, and ma kɔl metiſ ov ðe Asosiaſon at ſuſ tjmz and in ſuſ plazez az ðe intereſts ov ðe kɔz ma demand.

Art. 7. Sek. 1. Eni jenulman frendli tu ðe objektſ ov ðis Asosiaſon ma bekum a member bi ſjiniſ ðis Konstituſon, and paſiſ wun dolar tu ðe Trezyurer.

Sek. 2. Ladiz ma bekum memberz bi ſjiniſ ðe konstituſon.

Sek. 3. Frendz ov Fonetiks from abred ma bekum Onorari memberz bi a vot ov ðe Asosiaſon.

Art. 8. Dis Konstitusjon ma be  lterd  r amended at eni anyqual meeting bi a vot ov t -terdz ov  e memberz prezent.

REZOLUSJONZ.

 e foloij rezolusjonz w r adopted bi  e konvensjon:

Rezolvd,  at in  e  pinyon ov dis konvensjon,  e iregy lar  rtografi ov  r langwaj iz a grat and veri serius obstakl in  e  rli part ov a g ld'z edy kasjon; and iz wun ov  e prominent reznz hwj m r  an a milyon ov  e hwjt adult poppy lafon ov  r kuntri qr unabl tu red der muder t p.

Rezolvd,  at a filozofikal  rtografi ov eni langwaj must be bast upon  e  nli tr  Alfabetik prinsipl, ov wun karakter f r  g elementari s nd, and  nli wun s nd tu  g karakter.

Rezolvd,  at in  e y s ov fonetik buks printed in akordans wid dis prinsipl, h t filosofi and eksperiens pr v  at g ldren wil l rn tu red wel in wun-f rt ov  e t m rekw rd in  e y s ov  r prezent  rtografi; and  at kerekst spelij wil folo az a mater ov kors, w dst eni spe al labor f r  at partiky lar objekt.

Rezolvd,  at eksperiens haz  ls  pr vd  at g ldren wil l rn tu red fonetik print, and, tr  its ad, dat in prezent y s, in haf  e t m rekw rd in  e  rdinari wa; s   at in t  yerz  a wil bekum beter r derz  an bi emploij f r yerz in  e  ld  rtografi; and  ls  wid f r beter influens on intelekt  al kultivasjon, inazn g az a sistematik progres in akw rij nolej at everi step, must be m r sal  tari on  e habits ov  e m nd,  an an ent r p rversjon ov  l  rder and  l rezn.

Rezolvd,  at superior mental kult  r ind st bi dis m d ov instruksjon,  e imens savij ov t m tu  e milyonz ov g ldren h  qr tu akw r  e Iyglij langwaj,  e vast fasiliti it wil imp rt tu its akwizisjon bi f rinerz, and  e konsekwent spred ov  e literat  r ov liberti and kristianiti tr st  e wurld, qr advantajez m r  an sufis nt tu k nterbalans  l  e objeksonz  at kan be razd agenst it, hw g objeksonz, h ever, we qr konfident  e  onest objektor wil f nd, on egzaminasjon, tu be m stli imajinari.

 fter t  interesting sesjonz,  e Konvensjon adjurnd *sine die*.

ELGIN, July 20.

J. B. NEWCOMB.

BLOOMINGTON PUBLIC SCHOOL CELEBRATION.

CITY COUNCIL *versus* BOARD OF EDUCATION.

THE teachers and friends of education here, feeling the importance of some public demonstration in favor of free schools, resolved to hold a Public School Celebration on the Fourth of July, in which all the schools in the city and county were invited to participate.

Providence seemed to favor. The 'Fourth' opened bright and beautiful, and about seven o'clock the dust was laid and the air cooled by a refreshing shower. At half-past ten the schools assembled at the courthouse square, and, being formed into a procession, marched to a grove

south of the town. Each school was provided with a banner and badges, with appropriate mottoes and devices. The schools from Randolph's Grove marched at the head of the procession, carrying a banner with mottoes expressive of their determination to maintain their country's liberty by education and industry. Next followed the school from Towanda; and the Bloomington Public Schools, following according to their number, brought up the rear. There were about 650 pupils in the procession—the schools from abroad numbering about 150, the Bloomington schools about 500.

Having arrived at the Grove, we had an excellent Address on the Normal University, from L. SWETT, Esq. Mr. S. reviewed briefly the rise and progress of Normal Schools in this country, and the causes which led to the effort to establish one in this State; next spoke of the success of that effort thus far, and the location of the institution in this place; and closed with an eloquent appeal in behalf of the great cause of education—contrasting the monarchy and tyranny of the old world, sustained by standing armies, with the free institutions of our own country, founded in and upheld by the intelligence of the people.

Next followed an Address from Dr. E. R. ROE, on Free Schools. The Doctor said that the day of gunpowder celebrations was past; that the battle of liberty had been fought and won, and we should now turn our attention to those institutions which were to preserve that liberty. Part of his address was devoted to the Normal University—Normal *School*, he said, was large enough for other States, but the Prairie State must have a Normal *University*. He would consider it the highest honor to be one of those judges of our county who made the appropriation of \$70,000 for the Normal University, and the greatest dishonor to be a member of a *certain Board* which considered the Public Schools of Bloomington *not worth five mills on the dollar*. (See below.)

The 'Declaration' having been read by Esquire LINCOLN, of Leroy, the schools retired for refreshments, after which they reassembled, and, after some remarks to the children by Rev. H. J. EDDY, three cheers were given for the Normal University and Free Schools, and the procession returned to town, where the schools were dismissed at their respective school-houses.

The exercises were enlivened with excellent music, by the Glee Club and the Atlanta Brass Band; but the most interesting music was the singing by the children: the harmony of half a thousand youthful voices, singing of their country's freedom and their determination to maintain it, could be properly appreciated only by those who heard it.

Altogether, it was an occasion of the highest interest to the friends of education. Every thing passed off pleasantly. The most perfect order was observed throughout—not a jar or accident of any kind to mar the festivities—and an impression was made on the public mind in favor of free schools which will not soon be forgotten.

Such is the bright side of the picture; let us look at the dark side.

I said that our Celebration made an impression in favor of free schools. There are some men, however, so incrustated in 'old-fogyism' that nothing will make an impression on them; and such seems to be

the character of a majority of our City Council. The special school-law for this city, enacted at the last session of the Legislature, provides that the Board of Education shall report annually to the Council the amount of tax, not exceeding five mills on the dollar, necessary to be levied for school purposes, and that the Council *shall* levy said amount. The Board accordingly made its report that the full amount of tax allowed by the law would be necessary for school purposes the ensuing year, and the Council *refused to obey the law*; and, although petitions which have been circulated all through the city show a majority of five to one in favor of the tax, yet the Council remain stubborn and unmoved. Nothing better, however, could have been expected from a set of men who license 'doggeries' and rum-holes by the score. Free schools and free whisky are moral antipodes, and can never be made to lock arms.

P. ATKINSON.

BLOOMINGTON, Illinois, July, 1857.

MYSTERIOUS MUSIC.

At a certain point (Pascagoula) on the sea-coast of this State there is heard at night a mysterious music, which comes up from the depths of the sea. It is very sad, and has an indescribable effect upon all who hear it.

Where Southern waves
Wash Indian graves,
Is heard a music wild and lone;
And so sweet 't is,
Birds and fishes,
Lingering, listen to its tone;
To that tone, so awed and under,
Like the silence after thunder.

Soft and slow,
Full of woe,
Breathing on the midnight air
Like the sighing
Of the dying—
Dying without God or prayer,—
Comes that music to the ears;
Music which the spirit hears.

Is 't some spirit,
Whose demerit
Dooms it e'er to wander there;
Wild with woe,
Whose o'erflow
Is the utmost of despair?
Is 't the pang of one who crieth
With the worm that never dieth?

Prairie Farmer.

NATCHEZ, Mississippi.

EDITORS' TABLE.

CHICAGO HIGH SCHOOL.—This school, with C. A. DUPEE at its head, held its first anniversary a few weeks since. The masters declaimed, the misses read, and both sang, while a delighted audience sat contentedly for three full hours, in a crowded hall, with the thermometer at 90°, as listeners. While the composition of the original pieces deserves notice, we wish especially to commend the distinct enunciation with which they were read or spoken. No word was lost. For once, the audience had the luxury of hearing *all* that was said, without making an effort to hear. The modest assurance with which the misses took the platform, performed their parts, and left it, gave much pleasure and gained much credit. At the close of the exercises, Mr. MOSELEY, President of the Board of Education for the City of Chicago, expressed his entire satisfaction with what he had seen and heard, and then introduced Alderman CARTER. Mr. CARTER, although disclaiming to be an orator, yet practically annulled that claim by making a fine speech. He said, when he was a boy the good minister who visited the school would say at its close, ‘Now, children, a long vacation is before you; don’t lay aside your books, but improve the time by study, so that when school begins again you will have forgotten nothing’. He believed this was wrong. He would advise the pupils not to look into their books, or even at them, but lay them aside and recreate. Otherwise the very object of the vacation would be lost. [Cheers.]

Mr. MOSELEY next called upon Mr. WELLS.

After indorsing the view of Mr. CARTER, and expressing his opinion of the exercises of the day, Mr. WELLS called attention to the fact that Chicago had taken a step in advance of eastern cities in the establishment of this school. She had placed her sons and daughters on an equal footing. Boston for more than a century had supported a High School for males, but only within a year or two, and now only by a kind of stratagem, had she been induced to do the same for females. She first established a Normal School for females. This was the enter-

ing wedge. A girls' high school is the result. The history of New York and Philadelphia is similar.

He recounted the sleepless anxiety with which the Board had watched the organization and progress of this school. The importance of *starting* right was foreseen. A mistake here might propagate itself for years. Hence the Board had frequently met, and carefully canvassed every proposition concerning the school. The result was seen to-day.

Mr. DORE, by invitation of the Chairman, next spoke.

He said that through unavoidable delays the beautiful edifice in which they were assembled had not been formally dedicated. It would doubtless be interesting to know something of its history. The subject of erecting some kind of a building for a high school was discussed in the Board more than three years ago. Their first ideas, owing to the finances of the city, were exceedingly moderate, but, as they repeatedly discussed the matter, the importance of the school and of having a beautiful and appropriate building gradually grew upon them, until at last they applied to the Council for means to erect the present structure. With a liberality worthy of the city, the means were furnished, and we now with pride point the stranger to the best if not the most costly high-school edifice in America.

Mr. MOSELEY next presented to the audience Rev. Mr. CURTIS, who commented on the fact that all sects patronized the public schools. The best of moral influences were found there, while every thing which could alarm the most violent sectarian was banished. He rejoiced that the time had come when teachers were employed without being asked their religious faith, and dismissed whenever they presumed to carry their 'tenets' to the school-room.

Mr. BRADLEY excused himself from making a speech, but gave as a toast, The High School that *is*,—a model of the three which *are to be*.

Dr. KELLY complimented the school highly, and said that he continued his residence in Chicago that his children might still continue to have its benefits.

Through the courtesy of the Chairman, we also were privileged to have our say, and then Mr. MOSELEY delivered the school and audience over into the hands of the Principal, Mr. DUPEE, who, after having remarked that the various rooms of the building were open to visitors, announced that the exercises were ended. It is with no little pleasure that we call attention to this school. It will compare favorably with the best of its class any where; and furthermore, it is an Illinois

school, taught by Illinois teachers, in an Illinois building, and controlled by an Illinois Board of Education.

'T is said that

“Distance lends enchantment to the view.”

It may be so; but who cares for ‘enchantment’ abroad, when we have real worth at home?

CELEBRATION AT AURORA.—Few occasions equal in interest a well-conducted school celebration. At least so thought we at Aurora a few days ago. It was a day to be remembered for sundry reasons.

‘At dawn Aurora gayly broke’ over the hills which skirt Fox River ‘in all her proud attire’. Phœbus showered his rays lavishly; the mercury ran up to 95°; rills ran down men’s faces; women fanned themselves availlessly; but the little folks were all astir and all aglow, nor seemed to dream ’t was hot. In fairy-like procession, with banners waving, the happy children marched to the beat of martial music to the grove, where, upon one side, was desiered Esquire PARKER with a corps of ladies temptingly heaping up huge piles of cakes, luxuries, *et id omne genus*, upon three long tables; upon the other, the rostrum and the plank benches. The multitude thronged around the rostrum and forthwith stood up Mr. TABOR, the master of ceremonies, and beckoned with his hand, bade them be seated and silent, and then a prayer went up to the Great Giver for His marvelous goodness. After the children had sung and the band had played, two young misses, accompanied by two young masters, appeared upon the stand and read a beautiful poem entitled ‘Maggie Bell’. This was succeeded by a glee, and then our old friend HERWOOD examined a class from his school in reading. The pupils read prose and poetry, alone and in concert, with so much propriety and good taste that the venerable ‘Father BREWSTER’, of Chicago, exclaimed, “I never heard the like before.” The exhibition of the school children closed with recitations in mental arithmetic. And now the scene was changed. The feast of reason and the flow of soul gave place to the feast of cake and the flow of water. Anon the scene changed again, and the grove echoed with the tread of fairy feet and ringing voices. Fun and frolic held their court and

“All went merry as a marriage bell:
But hush! hark! a deep voice breaks out once more.”

“The audience is expected to be seated round the rostrum and come to order Music by the Band!”

When quiet was restored, Mr. TABOR introduced ‘Father BREWSTER’, who said he had come there because he wanted to, both to see them and, he ‘might as well make a clean breast of it’, to be seen by them. They had known him years ago, when he was school-commissioner of the county; now he had come to witness the fruits of his labor. His remarks were very happy, and provoked three hearty cheers as he took his seat.

Mr. HOVEY was next called out. He addressed himself to the adults. His

theme was 'Graded Free Schools'. He argued their economy, their adaptation to secure thoroughness, and their popularity. In these schools the principle of division of labor was recognized, the work was better done than it could be under any other system yet devised, and the rich and the poor were alike welcome. Where it had been tried, intelligent men who at first opposed the system became its warmest friends. Even judges were leaving the bench and ascending to the superintendency of the public schools. He closed with a few words of encouragement to his fellow teachers. "A crown awaited them."

Rev. Mr. STORCHTON, Agent of Clark Seminary, on invitation of the Commissioner, next addressed the gathering. He said he should not have felt justified in speaking were it not for his connection with Clark Seminary. He wished to assure the friends of public schools that he and the friends of the Institution he represented were with them. They would aid any movement for the improvement of the free schools with their influence and their purse. He said the object of Clark Seminary was to secure *thoroughness*.

Rev. Mr. HIGGINS next took the stand. He said he was struck with one remark of the last speaker, and that was that the object of Clark Seminary was to give a more *thorough* education than could be obtained elsewhere. He believed in thoroughness — every body did — but he queried whether a private school could give *that* kind of education. In the older States they had failed, and the public high school had been substituted. Furthermore, this Institution might interfere with the public schools, and, Methodist as he was, whenever it did, he should pray that it might burn down. The teacher's calling was the noblest on earth. He had *ascended* from the desk to it that he might do more for his race and his God.

Mr. WILKINS addressed the children in his happiest vein.

Mr. HEYWOOD made a brief and stirring speech. He said that this day and this occasion would be remembered. It was no ordinary privilege that they enjoyed. He complimented the energetic efforts of Mr. TABOR in behalf of the public schools of Kane county. Mr. TABOR bowed his acknowledgments, spoke a few fitting words to the parents, children, and teachers, and then announced that the public exercises of the occasion would close with three cheers for the free schools. The cheers were given with a hearty good will, and so ended a pleasant celebration.

FRIEND HOVEY: — I do n't learn much about schools now-a-days. I can't send you good cheer in many specific cases, but in general 'the work goes bravely on'. What proves the hero truly great is never, *never* to despair.

"Whether doing, suffering, or forbearing,
You may do miracles by — *persevering*."

Many of our devoted teachers, in all the trials and discouragements that beset them,

"On Reason build Resolve!
That column of true majesty in man."

Miss H. PAINE is prospering with her select school in Cairo, though she, I

suppose, will soon have a vacation. But few schools are in session at present. Miss HUME is teaching with great acceptance in the common school of Cairo. The teachers in Cairo seem wholly devoted to their arduous work. I wish especially to refer to Mr. P. C. PEASE, who is now teaching in Thebes, and give 'honor where honor is due'. Though a young man, he is one of the most earnest, common-sense teachers in all the land of Egypt. He seems to be governed by firm, unshaken adherence to truth, honor, and duty. Mr. GASS, of Duquoin, is another in whose praise too much can not be said. His scholars are taught to *think*. If they remain long under his instructions, they will not be, like a large portion of mankind, governed by that universal formula for stupidity — 'I did n't think'. It seems that common sense has *not* become such a rare commodity that teachers have entered into a tacit compact to do without it, for I find them making use of that article—that indispensable article—all through this region.

I ascertain, too, that the teachers are all anxious to learn themselves. They are not bigoted—set in their own views and opinions. They are 'open to conviction'—ready to gain wisdom 'on Christian or on heathen ground'. I have just been conversing with Mr. NORRIS, who has been engaged in teaching in this county. He, too, is a man of the right stamp. His like can not be found in every nook and corner of our land. If all our little school-houses could hold such a soul, some things *would* be done as well as others. I guess the little log houses *could* hold such men, *for a little while, at least*, if a few more mighty dollars could be found in them. Certainly, if the laborer is worthy of his hire, the teacher is entitled to increased wages. As I have failed to learn much about schools, and as I am not blessed with an inventive genius to manufacture articles out of whole cloth, I will boast a little in reference to our crops. If I try SWIFT's advice this warm weather, I fear it will be of no avail. He tells us to

"Be mindful when invention fails
To scratch your head and bite your nails."

Yet I am content, and 'contentment is the true philosopher's stone'. (Very likely—for nobody has ever found the one or the other.)

Dr. CONDON harvested and took wheat to Chicago on the 7th, 8th and 9th of June, 1855. Harvesting wheat has been commenced in South Illinois as early as the 28th of May. Four acres of wheat have been cut, by Mr. FERGUSON, averaging 43 bushels per acre: 36 to 40 bushels per acre is often obtained. Average yield this season about twenty-five bushels per acre. On Mr. E. SNYDER's farm—6 miles from Carbondale—wheat has grown from five to six feet high. Rye has been raised on the farm of Mr. JAS. WALLACE, at Saratoga, Union county, 8½ feet high. Oats five feet high—a rich dark green. Barley is a certain crop. Grass, a heavy crop. Messrs. GOW, of Jonesboro Station, sent the first peas to Chicago—about the 25th of May. Grapes do well on the hills. Some old French growers say they do as well as in the south of France or on the Cincinnati hills. New potatoes on our tables in the month of June. Fruit is abundant. The crops, generally, never

were better than they are this season in South Illinois. Now, let our schools be made equal to our wheat—the best in the country—and thus this region continue to produce men and women—noble, manly men, and earnest, intelligent women—I should rejoice that my lot has been cast, in the language of *The Book*, “in the land of Egypt, in the best of the land.” W. S. P.

OTTAWA HIGH SCHOOL JOURNAL.—This little paper, conducted by J. STONE, Jr., has now reached its fifth number, and is creditable to all concerned.

JABOB GALE, late Judge of the Sixteenth Judicial Circuit of this State, has accepted the Superintendency of Public Schools in the City of Peoria, *vice* C. E. HOVEY, resigned.

J. ADAMS, Esq., Superintendent of Public Schools in Galena, writes that one of the rules of the Board of Directors is ‘that a teachers’ meeting shall be held every other Saturday, for mutual improvement in instructing and governing schools’. We expect to hear next that they have model schools in Galena.

PHONETICS.—Mr. J. B. NEWCOMB, of Elgin, says that a series of school books will soon be published in Phonetic type.

MARRIED—On the 21st inst., by the Rev. SAMUEL CHASE, Prof. E. S. WILLCOX, of Galesburg, and Miss MARY T., daughter of the late J. P. HOTCHKISS, of Peoria.

So they come. In our last issue the advent of Brother CRUISESHANK to the fraternity of married folks was chronicled, and now one of our Associate Editors, Prof. WILLCOX, of Knox College, presents his credentials. Walk in, Brother! we welcome you and your accomplished bride to the fraternity.

O B I T U A R Y .

GOULD BROWN, the well-known grammarian, died on Tuesday evening, at his residence on South Common street, at the age of sixty-six years. Mr. BROWN was born in Providence, R.I., and was a descendant of the founder of Brown University. He was for a number of years principal of an English and Classical Academy in New York, and was much celebrated as a teacher. Mr. BROWN was the author of several works on Grammar; and in 1851 he published his ‘Grammar of English Grammars’, which was the result of twenty-six years of unremitting toil, and which will perpetuate his name to future generations. It is one of the greatest works in the English language.—*Lynn Weekly Reporter*, April 4.

OPENING OF THE NORMAL UNIVERSITY.

The First Session of the State Normal University will commence at Bloomington on Monday, the fifth day of October next. Candidates for admission are required—

(1.) To be, if males, not less than 17, and if females not less than 16, years of age.

(2.) To produce a certificate of good moral character, signed by some responsible person.

(3.) To sign a declaration of their intention to devote themselves to school-teaching in this State.

(4.) To pass a satisfactory examination, before the proper officers, in Reading, Spelling, Writing, Arithmetic, Geography, and the elements of English Grammar.

Tuition and text-books will be free to all students appointed under the following provision of the statute:

§ 7. Each county within the State shall be entitled to gratuitous instruction for one pupil in said Normal University, and each Representative district shall be entitled to gratuitous instruction for a number of pupils equal to the number of Representatives in said district, to be chosen in the following manner: The School Commissioner in each county shall receive and register the names of all applicants for admission to said Normal University, and shall present the same to the County Court; or, in counties acting under township organization, to the Board of Supervisors; which said County Court or Board of Supervisors, as the case may be, shall, together with the School Commissioner, examine all applicants so presented in such manner as the Board of Education may direct, and from the number of such as shall be found to possess the requisite qualifications such pupils shall be selected by lot; and in Representative districts composed of more than one county the School Commissioner and County Judge, or the School Commissioner and Chairman of the Board of Supervisors in counties acting under township organization, as the case may be, of the several counties composing such representative districts, shall meet at the Clerk's office of the County Court of the oldest county, and from the applicants so presented to the County Court or Board of Supervisors of the several counties represented, and found to possess the requisite qualifications, shall select by lot the number of pupils to which said district is entitled. The Board of Education shall have discretionary power, if any candidate does not sign and file with the Secretary of the Board a declaration that he or she will teach in the public schools within the State in case that engagements can be secured by reasonable efforts, to require such candidate to provide for the payment of such fees for tuition as the Board may prescribe.

In conformity with the above, application for admission to the school should be made to the County School Commissioners, and the fifteenth of September is suggested as the day for the examination of applicants. Of course, the officers having this matter in charge can appoint any other time they see fit.

All students not provided for by statute will be charged tuition.

Students are expected to be present on the first day of the session.

It is presumed that board will be furnished the students by the citizens of Bloomington at moderate rates.

For further particulars address

CHAS. E. HOVEY,
Principal State Normal University.

BLOOMINGTON, July, 1857.

The Building Committee of the 'State Board of Education' met in Bloomington, July 14, 1857, according to previous arrangement. Present — Messrs. MOULTON, DENIO, HOVEY, and WILKINS.

The meeting was called to order by S. W. MOULTON, Esq., Chairman of the Committee, and D. WILKINS was appointed Secretary.

Mr. DENIO moved that the plan of a building presented by Mr. RANDALL, architect, of Chicago, be adopted. The motion prevailed.

The following resolutions were concurred in :

Resolved, That the architect proceed to make out the specifications for the Normal University building, but these specifications shall not be considered as adopted by this committee till they have been approved by Mr. DENIO.

Resolved, That the plans and specifications for the Normal University building be placed at Alton, Springfield, Bloomington, Peoria, Chicago, and Galena, and the builders of the State be invited to submit sealed proposals for the erection of the building; said proposals to be in the hands of the committee on or before the seventeenth day of August next. Proposals must be sent to DANIEL WILKINS, Secretary of the Committee, at Bloomington, Illinois.

Resolved, That C. B. DENIO, after he shall have approved the specifications, shall cause copies of said specifications and so much of the plan of the building as may be sufficient to enable builders to make estimates therefor, to be sent to some suitable person and place at the points named in the above resolution, and that notice of said specifications be published in as many papers at said points as will publish the same gratuitously.

Resolved, That the Committee reserve to themselves the right to accept any proposal, whether the lowest or not, or reject all the proposals.

Adjourned until 2 o'clock P. M.

Committee met at 2 o'clock P. M., and adopted the following resolutions :

Resolved, That the first session of the Normal University commence on the first Monday of Oct. next, and that C. E. HOVEY, the Principal, be instructed to issue a circular fixing the standard of qualifications required by all applicants for admission into the Institution, and that the circular contain such other information as in his discretion he may think proper.

Resolved, That the Principal, together with Mr. WILKINS, be instructed to procure and fit up temporary rooms for the accommodation of the school till such time as the University building be ready for use.

Resolved, That Hon. S. W. MOULTON be requested to deliver an address on the occasion of laying the corner-stone of the University.

On motion, adjourned to meet on Tuesday, the 18th of August next.

D. WILKINS, Secretary.

S. W. MOULTON, Chairman.

BARNARD'S AMERICAN JOURNAL OF EDUCATION. — This standard work on Education grows interesting with each succeeding number. Engravings of distinguished teachers and views of school buildings embellish it, while biographies and summaries of news relieve the severity of the more elaborate articles. It is the great work of the age, and is winning, what hardly seemed possible, new laurels for its editor.

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No. 9.

EXTRACT FROM AN ADDRESS.

BY A. H. TRACY.

WHAT is Education? I answer, first negatively, that it is not a mystic charm which envelops us in obedience to the enchantment of some magician. It is not a suddenly-acquired power by which we may astonish the uninitiated; neither is it the acquirement of a store of facts and fancies, for then mere memorizing would be the only way of obtaining it, and those teachers who cause their pupils to commit to memory exclusively would make the best scholars, which I suppose very few would be willing to admit. Knowledge, then, is not education. The instrument is not that which is accomplished by its use.

What, then, is education? It is the development of mind. It is the leading-out of its powers—the training, disciplining and fostering those powers for the purpose of gaining that strength which will enable it to grasp the difficulties in the great struggle of life. When we observe the mind at the first dawn of reason, when the first beam of intelligence lights up its darkness, we may reasonably doubt, in the absence of evidence, its superior powers; but when we see the circle expanding, the mind overleaping the narrow confines of sensuous intelligence, rising up, up, and still upward in its ambitious flight, till this narrow sphere becomes too small for its eager grasp; then in its upward flight comprehending and comparing the proportions of the universe, discovering and demonstrating the laws by which its hosts move, tracing the transient visitors to our sphere of observation far into the illimitable regions of space and predicting with certainty the period of their return, weighing in its balance the immense individual worlds which by their distance elude the gaze of the common observer; then diving into the hidden depths of the little world on which we dwell, arranging with precision its diversified strata, extending its researches into every department of science till it astonishes itself by its acquisitions—and

consider that this is the result of education, we may well ponder upon that which is so mighty in its achievements, for there is connected with it a most sublime consideration—its unceasing action. Yes: if we are true to our best interests, and educate ourselves as moral as well as rational beings, the highest amount of intellectual glory here will be but the commencement of a career which will be unending as eternity. With such a destiny awaiting us, how can we be idle; how can we be otherwise than enthusiastic in the pursuit and extension of so ennobling a cultivation of mind, both of our own and others; who can be otherwise than diligent, persevering, and patient; who can be superficial or mercenary? If any such there be, let him not be called a teacher.

I come now to treat upon that part of my subject most interesting to us as teachers—the true method of teaching. The most important business of the teacher I believe to be to train the mind to habits of self-reliance—to go alone; and every encouragement should be given to induce it to depend upon its own energy and power. I consider this essential to all good teaching, and absolutely necessary to all successful development of mind. How can it be otherwise? Does the infant learn to walk by being carried in its mother's arms? Does the youth become renowned for strength and vigor by indulging in idleness and luxury? The true teacher may be compared to a guide for directing his charge up the 'hill of science'. He advances, and, pointing to the desirable object to be attained, beckons them to follow. He encourages their feeble attempts and marks the path they are to pursue, and, as their strength increases and their knowledge extends, makes trial of their abilities by teaching them to depend upon themselves; yet his watchful eye is there to detect their failings, and his voice to encourage their efforts. If any wander from the way, a gentle word or look recalls their straying steps; or, if difficulties which appear insurmountable obstruct their progress, a finger is there to point to the place at which labor will succeed in overcoming the obstacle, the nature of the difficulty is shown and attention directed to the means of overcoming it, that, unassisted, they may conquer succeeding difficulties, and press onward, relying merely on their own acquired powers, until troubles vanish and pleasure in intellectual pursuits succeeds to labor. They no longer need a friendly voice to encourage and direct; the labor of the teacher is done.

These views of teaching I obtain from MANSFIELD, to whom I am much indebted for the little knowledge I have of the subject, and whose work I commend to you all, as well worthy your careful and attentive perusal. I am aware that the teacher who follows out this plan of teaching, and insists that his pupil shall think and reason for himself, may lose his popularity; for it is not a showy or ostentatious method, and the teacher that seems to be doing least may be doing vastly more than he who astonishes us by the rapidity of the parrot and leaf-turning system. Popularity is as highly prized by the teacher as by any one; and to deviate from what we believe to be the proper course in the school-room to secure it is a temptation to which we are all liable, but one which we should guard against with a determined resistance. Let

it not be said of any member of this Association that he prostrates his holy calling to be a mere stepping-stone to popularity. The habit of self-reliance should be commenced in the earliest stages of progress. Let it be one of the good fruits resulting from our Association that we act unitedly in this matter. Let it be the distinct aim of every member to cultivate it in the pupil; to teach him that if he is ever fitted for any important station in life, if he desires to possess those qualities which will command the respect of his fellow men, he must learn to reason, soundly, thoroughly, independently. The mind trained to habits of research, to the habit of investigating the causes and reason of things, would not be easily led astray by impositions or illusions. It would think for itself, reason for itself. In a community thus educated spirit-rappers and 'harmonial philosophers', I imagine, would find a poor support. Let us be faithful in this respect, that the rising generation at least may not writhe and groan under the weight of a school-tax and at the same time support for weeks the veriest humbogs in existence at a per-diem allowance equal to the average monthly compensation of teachers.

That teacher benefits his pupils most who cultivates the habit of investigation in their minds. That scholar, likewise, improves most rapidly, however slow the progress in the particular book studied, who gains most rapidly in the power of connecting cause and effect. How ridiculous, then, do those appear who consider the essential principles of education to consist in the number of books read and the number of leaves turned by the pupil, without any reference as to whether the scholar bases his ideas on any thing more substantial than the mere *ipse dixit* of the author.

INDEPENDENCE OF THOUGHT.

BY E. L. T.

THOUGHT is the mind's life. And as waves of the ocean swell and break upon the shore, so thoughts are the waves of the ocean of Intellect, welling up and washing its boundaries—bursting forth into words that bear the relation to its spirit-mother that one drop does to the volume of the terrestrial ocean—kindling a fire in the minds of all that defies even the powers of time to extinguish its flickering flame. Brighter and still brighter it glows, till other souls, apparently dormant, are awakened and lured on, until, catching a glimpse of the glories of the way, they rush forth and distance all before. Naught can bind the thoughts that create within the sanctum of the soul a thirst for knowl-

edge and usefulness; even JUPITER's chains would be forged only as examples of brittleness.

Look back to that last creative day, when man first stood in the presence of his MAKER, and every bird, beast and creeping thing passed before him for their appellations. Then Thought, with sails unfurled, stirred the fountains of that mighty deep, and names, as bubbles, rose by the plashing of its surging waves. Nor did it cease; but ever onward and and still on has it floated, like ripples formed by a little stone, moving on to mightier depths, until its sail is seen upon that expanseless ocean of the future—Eternity.

Generation after generation has listened almost entranced while the echoes of DAVID's harp have caused the pendulum of every true life-clock to vibrate chants to his honor and anthems to his CREATOR, and will continue to charm succeeding generations throughout the endless ages of a future existence. Many a weary pilgrim has safely moored his bark with JOB, that noble character, as pilot, who, when deserted by every earthly friend, relied upon an unseen and invisible ONE. SOLOMON's prayer for wisdom, when he already possessed many of the glories of earth, and one would have supposed his insatiate desire for happiness would have led him to ask more of the same, that his cup might be filled to the brim, turned from the follies and vanities of this mundane sphere and sought happiness at its SOURCE. The history of these, with that of many others, is given as a guiding-star to our haven of rest, and says to us, 'Duty is ours; events are GOD's'.

When we compare the present with the past, we find Thought's flames are brightening. It is true, both have bowed to popularity; but the age of superstition has passed, and, though the present be the age of Fashion's follies, it has not the sway of the former.

Not many years ago the old world quaked beneath the convulsions of the minds of LUTHER the Reformer, and HOWARD the Philanthropist. These, though not allowed to grace the pages of their nation's history, are, because of their unwearied efforts for the good of humanity, inscribed upon the tablet of many a soul, while the characters of their nation's history are forgotten, or only remembered for their cruelties. The orbs of the new world—WASHINGTON and FULTON—have each their places assigned them in the sciences. The one, by carrying out the principles of right, though the very heavens fell upon him, earned the title of the Father of his Country, and in actions urged by independent thought recorded his name as the hero of our nation's history. The other, too weak a plant to brave the fury of the impending storm, turned and sought retirement in our parent land, that he might experiment upon his so-called follies and return triumphantly to his home with a reality that has richly earned him a place in Natural Philosophy and will perpetuate his name when devastating Time has made this earth a waste.

The fruits of the mind are alike, yet unlike. GOD in creating minds has assigned to each its proper sphere. So alike are they, that as a new era dawns upon one's thoughts GOD finds a nobler field and calls

him hence, but never without a successor to carry on the work already begun: as

“ 'T was FRANKLIN's hand that caught the horse,
'T was harnessed by Professor MORSE.”

But the work of thought is as yet scarcely begun. May we strive to make our thoughts a tree planted in the mind's soil, with the good light reading as dew, scientific works the hearty showers, and new discoveries the equinoctial storms, which it drinks and weaves into its life until, like the real tree, it has made them its own body.

THE SCHOOLMASTER IN COURT.

BY A. WILDER.

CHARACTERS OF THE FARCE.

Judge.
Clerk.
Crier.
Attorney for prosecution.
Counsel for defense.
PERKINS, the plaintiff.

SHADRACH, his son.
UPHAM, defendant.
PETER MURPHY, Judge's servant.
HENRY, CHARLES, WILLIAM, pupils.
Jurors, Officers, Spectators.

SCENE—A Court-room. A desk is standing at the rear of the stage, behind which sits the Judge. Two associates are seated with him. A large table is placed in the middle of the stage, behind which sit the Clerk and Crier; on the right, the prosecuting attorney and jurymen; on the left, the defendant and counsel. Officers, witnesses, and spectators occupy the extreme sides of the stage.

Judge.—Mr. Clerk, please to call the court to order.

Crier.—Hear ye, hear ye! this court is now in session and ready to proceed to business.

Judge.—Call the roll, and see whether the jury is full.

Clerk [*reads from a paper, every juryman answering to his name, Here*].—Mr. ALLRIGHT, Mr. BAILEY, Mr. COLEMAN, Mr. DIXON, Mr. FIELD, Mr. GRIFFIN, Mr. HOWELL, Mr. JENKINS, Mr. KNIGHT, Mr. LENOX, Mr. MANN, Mr. O'DONNELL. All present, Your Honor.

Judge.—Call the next case on the calendar.

Clerk.—PERKINS against UPHAM.

Judge.—Are the parties ready for trial?

Attorney for prosecution and Counsel for defense.—Ready, Your Honor.

Judge.—Let the trial now proceed.

Attorney.—Gentlemen of the Jury, this is an aggravated case of assault and battery. We propose to show that the defendant was engaged in conducting a public school in the country; and while so engaged, did, without just and sufficient cause, inflict cruel chastisement in an unusual manner upon the person of a pupil under his charge; from which unnecessary and unjustifiable chastisement, the health of the pupil was seriously injured. The damages claimed for this injury are laid at \$5000. It will further appear that the father of the said pupil, in the height of his just indignation at this outrage, visited the defendant at the school-house where defendant was employed, for the pur-

pose of remonstrance with him for such treatment of a tender child; upon which this defendant proceeded to inflict further violence upon said father, striking him and ejecting him forcibly from the school-house. He has now appealed to the laws of his country for the relief which they provide in such cases; and you are called upon to hear the evidence and award such justice as is prescribed in the case.

Peter [aside].—And a nice bit of fun that must have been. It is myself that would have liked to handle a shillelah in that same fight, and no matter on what side.

Attorney.—HENRY LATIMER.

Crier [in a louder tone].—HENRY LATIMER. [HENRY comes to the table near Clerk, and raises his right hand.]

Clerk.—You do solemnly affirm that in the case now pending between SIM-EON PERKINS, plaintiff, and EUGENE UPHAM, defendant, your testimony shall be the truth, the whole truth, and nothing but the truth.

Att.—Are you an infant, and what is your age? *

Henry.—I am; and my age is sixteen years.

Att.—You were a pupil in Mr. UPHAM's school.

Henry.—I was.

Att.—State whether Mr. UPHAM was severe in his discipline.

Henry.—I think he was. When any noise was made which he thought unnecessary, a *prank* cut up, or an order disobeyed, he was very particular to find the matter out.

Peter [aside].—And, in faith, I will wager a sup of *poteen* that that same lad has been *walloped* smartly himself.

Att.—How did he chastise SHADRACH PERKINS?

Henry.—On the afternoon of Thursday, the second week in December, as I was sitting by SHADRACH, the master left what he was doing and came to us. He then told SHADRACH to stand up. At this moment SHADRACH happened to lift his hand, when the master threw him to the floor and then whipped him with his bamboo till he asked pardon.

Peter [aside].—Then the thing was *clane* done, that is certain.

Att.—Was there any sufficient cause for this infliction?

Counsel.—I object to that, as a leading question.

Judge.—The Court sustains this objection.

Att.—State the reason of this whipping.

Henry.—I-I-I do not know.

Peter [aside].—And sure you do know, you *parjured spalpeen*.

Att.—How severe was the chastisement?

Henry.—SHADRACH was so bruised and cut up that he did not come to school again while it kept.

Att.—Were you present when Mr. PERKINS visited the school?

Henry.—I was not; I had not got to school.

Peter [aside].—Fine learning you must be after getting, and not at school for an hour after it begins.

Counsel.—HENRY, was SHADRACH punished more severely than is usual for teachers to flog scholars in your school?

Henry.—I can not say. I have been whipped very often myself, and at the time thought SHADRACH was not cut up worse than I have been.

Peter [aside].—The cat is let out of that bag, any how.

Counsel.—State now the reason why Mr. UPHAM chastised him.

Henry.—Some one threw a piece of coal across the room, and Mr. UPHAM thought it was SHADRACH.

Peter [aside].—And if it was not him, ye did it yourself.

Counsel.—Could Mr. UPHAM know that SHADRACH threw the coal?

Henry.—His back was turned when it was done.

* Both the Attorney and Counsel for defendant should take down minutes of the evidence.

Peter [aside].—Oh, go to blazes, you young villain; ye were on the watch, and had a hand in it, and ought to be cudged yourself.

Counsel.—Was Master PERKINS in the habit of playing mischievous tricks in school?

Att.—I object. The question is leading.

Judge.—The witness will answer the question.

Henry.—He was never studying, but always on the look-out to play little innocent pranks.

Att.—You may stand aside. SIMEON PERKINS.

Clerk.—You do solemnly affirm, that in the case now pending your testimony shall be the truth, the whole truth, and nothing but the truth.

Att.—Mr. PERKINS, are you the plaintiff in this suit?

Perkins.—I am.

Att.—Will the defense accept the testimony of this witness?

Counsel.—We will; and mean also to put in the defendant's evidence as an offset.

Att.—Mr. PERKINS, state what you know of this transaction.

Perkins.—I am the father of SHADRACH PERKINS; on the evening of the day in question, he came home, and I was told by his sister that he had received a whipping. I asked him how that was, and he answered that it was for no particular reason at all.

Peter [aside].—If that lad is not in a fair way to become a low fellow, it is not because he has not his father to back him.

Perkins.—I made him take off his clothes, and found two bruises upon him, and a number of welts.

Att.—How severe was the injury?

Perkins.—I judged that it was not safe for him to be out till he had recovered from his hurts; and so, after bathing him, sent him to bed.

Att.—State the particulars of Mr. UPHAM's assault on yourself.

Counsel.—May it please Your Honor, we object to this evidence as not pertinent to the case.

Judge.—If the Counsel will waive his objection, the Court is of opinion that it will not prejudice his client's case.

Counsel.—We defer to this opinion, and consent to the evidence.

Perkins.—Next day I went to the school-house. On going in I found the teacher flogging another scholar. Said I, "How now? at the old trade, hey!"

Att.—What reply did Mr. UPHAM make.

Perkins.—A few words passed between us, when he placed his hand on my shoulder, and began to push me along. Said I, "Not quite so fast, my boy!" and I gave back a few.

Counsel.—What did the defendant do then?

Perkins.—He said, "A little faster, I think;" and then seized my collar, threw me over, striking me repeatedly, so that I could not see; and when I came to myself, I was outside of the school-house and the door locked upon me.

Peter [clapping his hands].—Misther UPHAM for ever! he is the lad to swing the bit of kippeen.

Judge.—Order in the Court. [*An officer makes PETER sit down.*]

Counsel.—Did Mr. UPHAM touch you till after he had requested you to leave the house?

Att.—I object to that question as leading.

Counsel.—Your Honor, it involves an important point.

Judge.—The witness will answer the question.

Perkins.—The first that I remember was that he laid hold of me.

Peter [aside].—Your memory is conveniently short when it might be longer.

Counsel.—What language had passed between you before this?

Peter [aside].—Very bad language; of that I am sure.

Perkins.—I can not well remember. I felt mightily enraged because he had

presumed to whip my boy, and was not greatly in the disposition to use very respectful language.

Juror.—What would you have done to a man who should talk to you as you did to Mr. UPHAM?

Perkins.—I would have knocked him down.

Peter [aside].—That is, if you could do it.

Perkins.—But then UPHAM is only a school-master, and comes from another place; and so the case is different.

Counsel.—Yes, I understand that. We want now to know a little about your boy. Is he a pleasant, properly-behaving child?

Perkins.—Yes, Sir, perfectly so. I have my own views about the training of children. Now mine must never be thwarted: let them have their own way in every thing and they are perfectly harmless; pleasanter children can not be found in the world. If UPHAM had only got on the right side of my boy he never would have had any fault to find with him. He is so rigid in his discipline that it called out the innocent playfulness of the lad; besides, the charge against him is not proven.

Counsel.—We will see about that. You may stand aside.

Att.—SHADRACH PERKINS. [SHADRACH comes forward.]

Clerk.—You do solemnly affirm, in the presence of Almighty God, that your testimony in the case now pending shall be the truth, the whole truth, and nothing but the truth.

Att.—SHADRACH, tell us about this matter.

Shadrach.—I was sitting in my seat by HANK LATIMER when, the first I knew, the master told me to stand up. He then tried to ferule me, and I put out my other hand, on which he seized me by the collar, threw me down, and beat me till I thought he meant to kill me outright. When I got home at night, I was in a high fever, and did not get about for several weeks.

Att.—What hurt did you receive?

Shadrach.—I got a bruise where I fell, and he whipped me so severely as to take the skin entirely off in large patches.

Counsel.—Master PERKINS, I have a few questions now to ask; and if you do not tell me the truth, you will be likely to go to the State Prison. Why did Mr. UPHAM beat you?

Shadrach.—I do not know. I suppose——

Counsel.—You do know. Do n't tell me what you suppose. Did you not behave badly in school?

Shadrach.—Not very. I did not do any harm.

Peter [aside].—That boy is the very image of ould Nick, and *manes* to lie if he dare. I hope the lawyer will be after pumping the *diviltry* all out. He is a subject.

Counsel.—Had not Mr. UPHAM requested you to amend your conduct, and told you to be a better boy?

Shadrach.—Y-y-yes. But he had a grudge at me.

Counsel.—For what did he flog you?

Shadrach.—I did not do any thing very bad.

Counsel.—Well, no matter; we will attend to that by-and-by. You would never have thought of having a fever if your father had not begun to inquire about your hurts, and got up a talk and gossip about it through the neighborhood.

Shadrach [looking confused].—I do' know. I never thought of it till a little before I went to bed.

Counsel.—Did you not get up and go about very comfortably next morning?

Shadrach.—Y-y-yes. But father sent me to bed again.

Counsel.—When your father came from the school-house that morning, what were you doing?

Shadrach.—I was in the field playing with the other boys.

Counsel.—Did Mr. UPHAM usually punish his scholars oftener or more severely than your other teachers?

Shadrach.—No, not near. But——

Counsel.—Enough; you may stand aside. Have you any more witnesses?

Att.—We will rest the prosecution.

Counsel.—May it please the Court, this case appears to me a very simple one. Gentlemen of the Jury, you have heard the testimony for the prosecution. All that remains for the defense is to show that the defendant is mild in his discipline, impartial, and destitute of any capriciousness. We can further prove that the lad SHADRACH is an idle, untractable boy, averse to obedience; and that in the case in question he was most justly, but not unreasonably, chastised. It will be made evident, also, though this is not material evidence, that the conduct of the father on his visit to the school-house the following day was rude, boorish, overbearing, and improper; and that his removal from the school-house was necessary to the preservation of order in the school. We forbear further remarks. CHARLES TRUMAN:

Crier.—CHARLES TRUMAN. [*CHARLES comes to the table.*]

Clerk.—You do solemnly affirm that in the case now pending your testimony shall be the truth, the whole truth, and nothing but the truth.

Counsel.—CHARLES, what do you know of this matter?

Charles.—On the occasion mentioned, I saw a piece of coal strike the wall of the school-house, close by the south window. Mr. UPHAM was arranging a class. He walked immediately to SHADRACH and was about to ferule him, when he attempted to resist, and muttered a curse. Mr. UPHAM then threw him down and whipped him till he besought his forgiveness.

Peter [aside].—That, now, is the story. He did the *clane* thing to the *dirthy*, sneaking, lying *spalpeen*.

Counsel.—What was SHADRACH's general behavior at school?

Charles.—He hardly ever had a lesson, but generally brought an excuse to school instead; and was always doing some trick. He would never let any one be quiet who sat near him; and used to brag that he did as he pleased, at school and at home.

Counsel.—Did you know who threw the coal?

Charles.—No; but I have often seen SHADRACH do such things. Mr. UPHAM had always kept close watch of him, and this was his first opportunity.

Att.—Do you say that SHADRACH had never misbehaved at school during the winter?

Charles.—I said that this was his first opportunity to do any of the things that he was accustomed to do at school.

Att.—But you did not see him throw the piece of coal.

Charles.—I did not. I was not looking up at the time.

Peter.—A fine lad that, to be minding his own business.

Counsel.—WILLIAM HORTON. [*CHARLES retires, and WILLIAM comes forward.*]

Clerk.—You do solemnly affirm that the testimony which you shall give in the case now pending shall be the truth, the whole truth, and nothing but the truth.

Counsel.—What is your age?

William.—Fifteen years and eight months.

Counsel.—Were you a pupil at Mr. UPHAM's school?

William.—I was.

Counsel.—What was his deportment toward his pupils?

William.—When a scholar wanted to learn, he would take a great deal of pains with him. I never knew a teacher to put himself to more trouble. He never spoke harshly till the continued misconduct of a pupil exhausted his forbearance.

Counsel.—Was he cruel or severe when punishing children?

William.—It seemed to hurt him more to be compelled to do it than it did the scholar who was punished. I heard him tell my father that if public sentiment would sustain his endeavors, and he was not crowded with so many children of different tempers and bringing-up, he would never inflict a blow

upon a scholar. But when Mr. UPHAM did punish, he did it as though he meant to be remembered. He showed no excitement, but applied sternly till he judged that he had done enough to do away with the probability of ever needing to flog that child again.

Counsel.—What do you know about SHADRACH?

William.—I have known him ever since he first attended school. He hardly ever studies; and has some times been so troublesome that the teachers closed school on account of his disturbance. When he was whipped, his father was sure to take up the matter, and so break up the school.

Counsel.—How did SHADRACH behave in Mr. UPHAM's school?

William.—Mr. UPHAM was very civil to him, and expressed a great deal of interest in his progress. SHADRACH used to boast of this at recess; and say that it was because the teacher was afraid of him and wanted to 'curry' his favor. He said, "I have always done as I pleased at school, and will do so now; and if any trouble shall happen, my father will bear me out. I always 'try on' every new teacher, and give him his hands full."

Peter [aside].—In faith, and if I was his *tacher*, and *sorry* a better one could be found, I would give him a *warrum* jacket every morning; and when the *ould* man came, I would *jist* try him on with a sprig of shillelah. A little row just now would be good for the *soul* of me.

Counsel.—What do you know of this transaction?

William.—Mr. UPHAM was engaged with the fourth class. I wished to ask him a question, and looked up from my desk, when I saw SHADRACH throw the piece of coal across the room. Mr. UPHAM's back was toward him, but having on a pair of spectacles, he must have seen by the figure reflected in one of the eyes, who played the trick; for, quick as thought, he was at SHADRACH's side. When he told him to give him his hand, SHADRACH attempted to strike him; upon which Mr. UPHAM seized him by the collar, and he fell. Mr. UPHAM whipped him till he pleaded for mercy, and pledged future good behavior.

Counsel.—Tell me what you saw of the interview with Mr. PERKINS.

William.—School had been in session about an hour when Mr. PERKINS came in. He did not rap, but bolted right in, and went toward Mr. UPHAM, who at the time was talking to little EDDIE HOLMES. Mr. PERKINS called out "How now? at the old trade again, hey? Been whipping my boy—murdering him rather! I send my children to school to be instructed, I will show you." Mr. UPHAM replied it was necessary to maintain discipline in school, and that he should do so while he was the teacher. He had punished Master PERKINS for flagrant misconduct, and under similar circumstances should probably find it his duty to do the same again.

Peter [aside].—Good on his head! I will put that same man against the world. He is the man for the likes of you, ye lying, cowardly spalpeens.

Counsel.—What occurred then?

William.—Mr. PERKINS turned very red and said: "I will have you to know that I do not take such talk from a schoolmaster. If there is law I will have it out at you; and if you are not careful" — Mr. UPHAM stepped up at this moment to the door, opened it, and said, "Mr. PERKINS, your language is very improper, and you will please to leave." Mr. PERKINS answered: "I am in a public building and will not leave till I get ready; you will have to leave yourself first, you miserable schoolmaster!" Mr. UPHAM now placed his hand on Mr. PERKINS's shoulder, and Mr. PERKINS attempted to knock him down; but Mr. UPHAM was too quick for him. He threw him down, and as he attempted to kick and struggle, he drew him along by the shoulders, put him out, and locked the door.

Peter [aside].—Faith, and why did he not wield his *kippeen* over him, and not treat him as gently as a *coleen dhas*? When he had so *ilegant* a chance for a fight, he should have enjoyed it like a Christian.

Counsel.—Did you see SHADRACH after these occurrences?

William.—I saw him at play the same evening. He was out every day in the week after that.

Counsel.—We will now rest the defense. Will the prosecution resume?

Att.—No. You may now address the jury.

Counsel.—GENTLEMEN OF THE JURY: I should regret that such a case was brought before you, but for the principle which it involves. You have heard the testimony on both sides, and will duly weigh the evidence. It has been shown that the defendant was a faithful instructor, and a man little likely to inflict any unusual or brutal punishment upon a scholar. From the evidence given by the witnesses for the prosecution, it appears that the boy SHADRACH was an idle, vicious, unprincipled lad—just the lad likely to do actions meriting chastisement. He did receive it; and the severity was occasioned by the magnitude of the offense and the effort of the culprit to make resistance.

As to the assault upon Mr. PERKINS, it was evidently a chastisement far short of what was deserved. He entered the school in a riotous manner, spoke abusively to the teacher, and now claims impunity for his outrage, on the ground that Mr. UPHAM is only a schoolmaster! and, more than that, he insults your common sense by asking damages! If the verdict of the jury should establish the principle that a teacher had no right to civil treatment, but might be maligned, insulted and outraged at pleasure, it would not be long before every person of self-respect would abandon the profession of teaching. But I have no fear of such a verdict.

We have shown by the testimony of the witnesses, TRUMAN and HORTON, that Master PERKINS was just the lad to make disturbance in school; that he made threats to do so; that he had determined as there was a new teacher, to 'try him on'; and, finally, whether Mr. UPHAM was or was not actually cognizant of the fact, SHADRACH did the action for which he was punished. It has not been proven that any injury resulted from that punishment. He was not disabled from play in the fields, though his father testifies that he was bruised too much to go to school.

Mr. PERKINS himself acknowledges that he would knock down any man who should talk to him as he did to Mr. UPHAM. Out of his own mouth judge ye him, Gentlemen of the Jury. The school-house was in Mr. UPHAM's charge, and Mr. PERKINS, when he entered it, was a trespasser. Mr. UPHAM had the right, then, to remove him; but when he began to utter his foul-mouthed slang it became a duty. The real assault, for which damages ought to be rendered, Mr. PERKINS himself committed; and for it he is actionable. You are not obligated to give him any sympathy because he began a ruffianly course of conduct and got the worst of the encounter. His custom of encouraging his son in his insubordination is most reprehensible and can not be too severely rebuked.

The school is placed by law in the same *status* as the household. The teacher occupies the parent's position, and therefore possesses a parent's authority. The growing sentiment that a pupil must not be corrected will deteriorate and ruin any teacher or school; it is an exacting of results without providing means—'making brick without straw'. Mr. UPHAM, it appears, has not abused any right; but when assailed he boldly maintained his own—doing just what you would do under analogous circumstances. The law is clearly on his side. The suit is malicious, and should be denied. His triumphant discharge from this prosecution will evince to the world that this court and jury are on the side of law, of order, intelligence, public education, good teachers, and an efficient school system. He is now in the hands of a jury of his countrymen, and to them we intrust the issue with confidence.

Att.—GENTLEMEN OF THE JURY: You have heard the impressive appeal of my learned brother. I trust it will not move you to disregard the claims of justice, of mercy. You, many of you, are fathers; you are all men. It is not necessary to enlighten you in regard to our public school polity. You know its workings too well. A teacher, frequently under age, and generally not sustaining the relation of a parent, is placed for a time over a school, there to

exercise a parent's authority. How can he be competent to this duty, when he is yet unmaturing in years and experience, and can not possess a parent's feelings? Hence our schools are too frequently degraded to the character of prisons, in which teachers, 'clothed with a little brief authority', play the part of a petty despot or of an imbecile ruler over the little group of children so unfortunate as to be placed under their charge. What parent finds it necessary to inflict violent punishment with the frequency or severity common with school-teachers? Do children learn better for it? How many well-instructed scholars leave our public schools? What proportion of teachers are much better educated than their pupils? Every man of you must feel the painful truth when he attempts to solve these questions.

Hence you see the propriety of this appeal to the law. Statutes have not been made to define the teacher's authority; nor could legislators be found bold enough to attempt to confer powers which, like the authority of parents, can not be transferred. Courts of justice have sought to make the necessary distinctions; but, from their frequent disagreements, the whole matter is left practically undefined. The teacher, then, in any infliction of corporal punishment, assumes powers nowhere conferred upon him, and is therefore actionable at common law. In the case now before us, it has been proven that there was violence committed, and the only extenuation offered is that it was usual and with provocation. Yet if in the street, or even in a public assembly, any man should attempt to chastise another for a similar offense, the law would hold him accountable. No good reason exists for denying to children the rights incident to adults.

It remains for you, therefore, by your verdict, to sustain the rights of persons, and rebuke their infringement. The law, so far as defined by statute, is with you. The provocation has been ample. A child has been stricken down by the hand of violence. The feelings of a parent have been outraged; the rights of a people insulted. You have heard the testimony. You are judges of the law and the fact. We have proven all that is necessary to prove. You are now granted the inestimable opportunity of asserting the law of our common country, the dignity of our nature, the rights common to every individual of which he can not be divested. You may now show to the world that the dearest principles of human nature and of republican liberty can be safely intrusted to your keeping.

Judge [Jury rise].—GENTLEMEN OF THE JURY: You have now heard the testimony offered on this trial. The plaintiff, in the opinion of the Court, has failed to prove that any damage has been suffered by the chastisement, or that it was cruel or unusual. The teacher has not exceeded his discretionary powers; and it appears that his conduct, under the peculiarly delicate circumstances in which he was involved, has been praiseworthy. You will therefore find your verdict for the defense, unless you see from the testimony that injury has been inflicted depriving the plaintiff of the services of his child, or involving him in unusual expense in his behalf.

Clerk [to an officer].—You are hereby ordered to take this jury under your charge, and allow them no refreshment, water alone excepted, until they a true verdict render and true deliverance make, in relation to the issue now on trial between SIMEON PERKINS, plaintiff, and EUGENE UPHAM, defendant, in which injury is charged and damages claimed. [*Officer retires with the jury, and soon returns with them.*]

Judge.—Mr. Clerk, call the jury.

Clerk [reads from paper as before].—Mr. ALBRIGHT, Mr. BAILEY, Mr. COLEMAN, Mr. DIXON, Mr. FIELD, Mr. GRIFFIN, Mr. HOWELL, Mr. JENKINS, Mr. KNIGHT, Mr. LENOX, Mr. MANN, Mr. O'DONNELL. Have you agreed on the verdict?

Foreman.—We have. [*Hands a sealed paper.*]

Clerk.—So say you all? [*They bow. Opens and reads.*] VERDICT: No cause of action.

Judge.—The costs of suit will be charged to the plaintiff. The jury are now discharged. Mr. Crier, adjourn the court.

Crier.—Hear ye, hear ye! this court now stands adjourned.

Crowd.—Hurra! hurra! hurra! [*Crowd around Mr. UPHAM, shaking his hands. Curtain falls.*]

SCENE IN A VERMONT WINTER.

BY C. J. EASTMAN.

'T is a fearful night in the winter time,
 As cold as it ever can be;
 The roar of the storm is heard like the chime
 Of the waves on an angry sea.
 The moon is full, but her silver light
 The storm dashes out with his wings to-night;
 And over the sky, from south to north,
 Not a star is seen as the winds come forth
 In the strength of a mighty glee.

All day the snow came down—all day—
 As it never came down before,
 And over the earth at night there lay
 Some two or three feet or more.
 The fence was lost, and the wall of stone;
 The windows blocked and the well-curb gone;
 And haystack grown to a mountain lift;
 And the woodpile like a monster-drift,
 As it lay at the farmer's door.

As the night set in came hail and snow,
 And the air grew sharp and chill,
 And the warning roar of a sullen blow
 Was heard on the distant hill.
 And the Norther! see! on the mountain peak,
 In his breath how the old trees writhe and shriek!
 He shouts along the plain, ho! ho!
 He drives from his nostrils the blinding snow,
 And growls with a savage will!

Such a night as this to be found abroad
 In the snow and the stinging air,
 A shivering dog in the field by the road,
 When the hail through his shaggy hair
 The wind drives hard, doth crouch and growl,
 And shut his eyes with a dismal howl;
 Then, to shield himself from the cutting sleet,
 His nose is pressed on his quivering feet;
 Pray, what does the dog do there?

His master came from the town to-night,
And lost the traveled way;
And for hours he trod with main and might
A path for his horse and sleigh:
But deeper still the snow-drifts grew,
And colder still the fierce wind blew;
And his mare, a beautiful Morgan brown,
At last o'er a log had floundered down,
That deep in a huge drift lay.

Many a plunge, with a frenzied snort,
She made in the heavy snow;
And her master strove till his breath grew short,
With a word and a gentle blow;
But the snow was deep, and the tugs were tight,
His hands were numbed, and had lost their might;
So he struggled back to his sleigh again,
And strove to shelter himself in vain,
With his coat and his buffalo.

He has given the last faint jerk of the rein
To rouse up his dying steed;
And the poor dog howls to the blast in vain
For help in his master's need.
He strives for a while with a wistful cry
To catch but a glance from his heavy eye;
And wags his tail if the rude wind flap
The skirts of his coat across his lap,
And whines that he takes no heed!

The wind goes down, the storm is o'er,
'T is the hour of midnight past;
The forest writhes and bends no more
In the rush of the mighty blast.
The moon looks out with a silver light
On the high old hills, with the snow all white,
And the giant shadow of Camel's Hump,
Of ledge, and tree, and ghostly stump,
On the silent plain are cast.

But there are they — by the hidden log —
Who came that night from the town —
All dead! the man and his faithful dog,
And his beautiful Morgan brown!
He sits in his sleigh — his face is bland —
With his cap on his head, and the reins in his hand,
The dog with his head on his master's feet,
And the horse half seen through the crusted sleet,
Where she lay when she floundered down!

Selected.

THERE are many things that pass for great, honorable, and desirable, which yet are so far from being so that the true greatness and honor of our nature consists in not desiring them.

R E A D I N G .

OUR present purpose is to invite attention to a few hints in regard to the mechanical part of reading, and our first suggestion is, that in many, if not in most, of our schools a *great deal too much is read*, especially by young children, while too little attention is paid to the manner of reading. In learning a foreign language, the best method of acquiring the true pronunciation and a thorough command of its peculiar sounds is to repeat a word, or re-read a sentence, until, so far as regards that word or sentence, the highest degree of accuracy is secured. What is true of a foreign language in regard to an adult, is true of our own in regard to a child just beginning to speak or read it; for to him it is an unknown tongue. Of what advantage can it be to a pupil, after having given a false accent to a word, or a false cadence or emphasis to a sentence, to have the teacher pronounce the same word, or read the same sentence correctly, if the exercise stops at that point? The fact of giving a mispronunciation to a word, or a false inflection of the voice to a sentence, proves demonstrably that the pupil had not the right conception *in his mind* of the manner in which the word or sentence should be pronounced or read. From the wrong conception in the pupil's mind comes the wrong action of his organs, the wrong sound of his voice. Every such error once committed makes the repetition easy, and renders it more probable that the mistake will recur, in the same way, on a recurrence of the same circumstances. When, therefore, the teacher hears an erroneous sound in reading, and hence knows that there has been an erroneous action of the vocal organs, springing from an erroneous conception in the mind of the pupil, is it not his duty to go at once to the source of the evil? The pupil, his conceptions, his organs, his voice, are in error. Ought the teacher to do for his pupil what the pupil should do for himself—that is, to enunciate the word or sentence with the authorized and appropriate accent, inflection, emphasis, and so forth, and there stop? The mistake is in the pupil's mind and voice, and not in the teacher's, and it is a perversion of the whole process for the teacher, who is right, to do what he has no need to do on his own account, and for the pupil, who is wrong, to do nothing for his rectification. How absurd for the teacher, who knows already what the true way is, to rehearse what he knows, and for the pupil, who does not know what the true way is, to make no effort to attain it. Such, we are sorry to say, is the common practice in many of our schools.

Whenever any false quantity or pronunciation is given to a word, or any wrong tone or modulation of the voice to a sentence, the teacher, if the pupil is young, should give him the true manner of pronouncing or reading, and require him to repeat it, again and again, until he is able to copy the original with exactness. Take a case very analogous

to that of learning to read — namely, that of learning to sing. When would a pupil learn to sing if, after having uttered a false note, or a succession of false notes, the singing-master should be content with sounding the true notes himself, and then suffer the lesson to proceed?

But it may be necessary here to suggest a caution to teachers. In very many schools the scholars have been allowed to go on, lesson after lesson, and year after year, without ever having been once required to repeat words or sentences after the teacher, in order that they may become familiar with the true style of reading. If care and kindness be not used toward such pupils, it is more than possible that they will take offense at being obliged to repeat the pronunciation of a word, or the reading of a sentence, again and again, until accuracy is secured. The process, therefore, should be conducted in such a way as not to wound pride or excite opposition. It may be necessary to introduce the new method gradually. If properly managed, it is believed that it can be always successfully done. The teacher has only to appeal to the faculty of imitation, and if he or she has only moderate skill, this faculty can be excited to activity instead of that of resentment or combativeness.

The sum of what we have said is, that in teaching the mechanical part of reading the teacher should uniformly require the pupils to correct their own errors, and to repeat the correction until they become familiar with the true mode.

Common School Journal.

EZEKIEL WEBSTER TO HIS BROTHER DANIEL.

DARTMOUTH COLLEGE, Oct. 17, 1856.

MR. EDITOR: To show you how students thought, how they corresponded, and what were their habits of economy, half a century ago, I send you a copy of a letter of EZEKIEL WEBSTER to his brother DANIEL, written in 1802, at about this season of the year.—E. D. S.

HANOVER, NOV. 6, 1802.

DEAR DANIEL: A writer of no inconsiderable note, and one whom you hold in high esteem, has remarked, in some of his lucubrations that a student's reading and conversation ought to be intimately connected with the subject of his studies. Impressed with the justness and propriety of this remark, I will give you a few of my thoughts on HORACE. Should they discover more pedantry than learning, more ostentation than judgment, I must beg you to pardon weaknesses which you never felt. I shall not assume the lofty eminence of a critic, and bid HORACE pass in review before me, but shall only exercise the privilege, which every person in the pit may rightly claim, of judging

the performance of the actors. It may be called ungenerous to judge HORACE by my own ideas of excellence; but remember, it is not HORACE I judge, but his works. If he had virtues, he was careful not to intersperse them among his writings. If he had vices, let them be buried in silence. I will never call them up. In my opinion, his writings ought to be as severely criticised as though they were written but yesterday. No lapse of time will justify the licentiousness of his muse. But it must be acknowledged that in his works beauties lie scattered, with defects, on every page, and mingle in every line. We admire his sententious brevity, the effusions of his fancy, and the keenness of his wit; but we are often disgusted at his praises of BACCHUS, of VENUS, and of himself.

I have given you the above *morceau* of criticism on purpose that it might excite your risibility; for I believe that you have not frequent occasions to laugh while you are reading BLACKSTONE or employed in the *good* work of filling blanks. These cold, frosty mornings very sensibly remind me that I want an overcoat. I wish, DANIEL, it might be convenient to send on cloth for one, otherwise I shall be necessitated to purchase one here. I do not care what kind of cloth it is, or of what color it is. Some kind of a shaggy one I think would be the cheapest. Deacon PETTENGILL has written offering me fourteen dollars a month as a teacher; I think I shall take it.

Money, DANIEL, money! As I was walking down to the office after a letter, I happened to find one cent, which is the only money I have had since the second day after I came on, except some that I have borrowed. It is a fact, DAN, that I was called on for a dollar where I owed, and have borrowed it four times since, to pay those of whom I borrowed.

Yours, without money,

E. WEBSTER.

N. Y. Evangelist.

EXPERIENCE. — NUMBER III.

MR. EDITOR: I now proceed to my manner of teaching arithmetic. In the first place I require all, without exception, to study RAY'S Mental Arithmetics thoroughly, after which they are fitted to enter upon the more difficult problems of written arithmetic. I suffer no one to advance beyond notation and numeration till these are fully mastered. Thus I proceed, step by step, requiring each particular rule and principle to be fully demonstrated at the blackboard. (Ah! but, says one, what if you have none? Why, make one yourself rather than do without a single week.) I endeavor to teach my pupils the *principles* of science, not suffering them to rely alone on the *book*. To make them thorough, I proceed in this manner, *e.g.*: At 3 cts. a pound, what will

6 cwt. 1 qr. of raisins cost; and why? *Answer*, \$18.75. If 6 cwt. 1 qr. of raisins cost \$18.75, what will be the cost of one pound; and why? *Answer*, 35 cts. If one pound of raisins cost 3 cts., how much can be bought with \$18.75; and why? *Answer*, 6 cwt. 1 qr.

Thus I proceed with geography, grammar, philosophy, physiology, algebra, etc. Now if any of my fellow teachers know a better way than mine, I shall consider myself happy to become a learner.

Rushville, Ill.

RILEY M. HOSKINSON.

[*Query*. By what process of reasoning did the pupils obtain the above answers?]

E X H I B I T I O N S.

BY C. F. N.

EXPERIENCE No. 1, in your May number, was quite amusing to me, and if you will permit me to make a few remarks on it I will do so. The author condemns exhibitions in our schools, and appears to be disgusted with his own course pursued; for which I am very willing to agree with him, as I regard any teacher who occupies six weeks of time in the preparation of foolish dialogues or declamations as an impostor, who knows not the value of time. But the question may arise, How can they be prepared without occupying such an amount of time? also, Are exhibitions beneficial to our public schools? etc. I will not enter into a lengthy article on this subject, although very much might be said. As I have not perceived any article in the *Teacher*, thus far, on the subject of exhibitions, I will point out a course pursued by some of the most distinguished educators. The idea prevails among some, that if a man only has education he is also able to communicate it to others. This may hold true to some extent, but experience has taught us that in many cases it is as hard to communicate as it is to gather information; and even some with a sufficient store of knowledge are unable to make any use of it, for want of a proper culture in expressing ideas. Every teacher should be able to express his own ideas anywhere, but particularly in the school-room. In this age of the world, and in this country, he should be able to speak in public; and no one can safely consider himself free from the liability to be called upon to do so, either to defend a principle, enforce his own claims or the claims of others, oppose a false doctrine, or to return thanks, or to offer resolutions at public meetings. It should, therefore, be the aim of every citizen of the republic to qualify himself to appear before an audience with some credit to himself and pleasure to others. A want of such

abilities has been felt by thousands of freemen ; and did those who are called upon to exercise public functions possess the proper amount of confidence to speak in public, they would make stronger impressions, and accomplish more.

Now the question may arise, Where and how shall this be acquired ; and, also, when ? In my opinion, it should be acquired in early school-boy days. Nothing, perhaps, gives more pleasure to young pupils than these exercises — this I have experienced myself. Declamations and compositions should form one of the most essential exercises in our public schools ; pupils should be exercised in them at least weekly ; and where this is properly managed very much good will result. They learn to express their own ideas by writing compositions, and this practice forms a very good mental discipline. While declaiming, they learn the ideas and style of the best authors, and oftentimes make these their own, that is, acquire a good style and many correct ideas ; and thus, step by step, their course is onward and upward. The course adopted by experienced educators is, to select at the end of the term such pieces already practiced in the school as may be most suitable to the occasion, and therewith prepare exhibitions. This does not require the students to lose any of their time required for regular studies, and, as far as my experience goes, I find it a great stimulant to bring pupils regularly to school, and to cause them to study with delight. This is not deceiving the public ; it is similar to an examination, showing what progress has been made in speaking, etc. While it encourages both pupils and parents, it also elevates the teacher and the profession, requiring, of course, some experience on the side of the teacher in order to arrange and conduct it rightly. But the course of EXPERIENCE No. 1 shows an utter disqualification for the undertaking. To occupy six weeks in preparing pupils for an exhibition, as described by the writer, is something new and astonishing to me. It requires some information before one is able to make exhibitions beneficial ; I would, therefore, advise those who understand the right method not to yield their good opinion, and not to shrink from whatever improves and elevates their position, but, avoiding the course pursued by EXPERIENCE No. 1, to pursue the more excellent way. *Experientia docet.*

BELLEVILLE, Illinois.

ANNIVERSARY OF R. I. STATE NORMAL SCHOOL.

At the close of the Summer Term of the Rhode Island State Normal School, Friday, July 10, all the past and present members of the school, and many of its friends and patrons, were invited to meet for the revival of pleasant associations and the renewal of old acquaintance.

As the school is to be removed in the Autumn from Providence to Bristol, a very large number cheerfully responded to the invitation, and

embraced this last opportunity to grasp each others' hands once more in those familiar halls, so soon to be deserted.

The public meeting was held in an adjoining church, commencing at 10½ A.M. The following is the order of exercises :

1. *Invocation Hymn*—written by Miss SERAPHINE A. GARDINER.
2. *Reading of the Scripture and Prayer*—by Rev. T. D. COOK.
3. *Hymn*—written by Miss MARY M. SHELLEY.
4. *Addresses*—by Prof. S. S. GREENE, of Brown University; Rev. ROBERT ALLYN, Commissioner of Public Schools; and the President of Brown University, Rev. Dr. SEARS.
5. *Hymn*—"Be thou, O God, exalted high."
6. *Benediction*.

Prof. S. S. GREENE, in his address, gave an account of the history and present state of the Normal School, with which he has been connected from its very commencement, first, as a Normal *Class* in the Providence High-School building; next, as a *private* Normal School; afterward, as a City School; and, finally, in its present condition as a State School. We need not dwell on the history of the school, as a full narrative of it will be found in another part of this journal. The speaker also alluded to the small expense (only \$4000 per annum) which the State has borne in supporting its Normal School, and showed it to be an economical investment. The statistics of pupils he stated as follows :

Pupils of the Normal class.....	80
“ “ Private Normal School.....	125
“ “ State “ “	258
Present members.....	50
Total.....	513

At the close of his address, Prof. GREENE assured the teachers and scholars of his continued heartfelt interest in the school, although he was himself about to retire from active participation in its concerns.

Rev. Mr. ALLYN remarked that he gloried in the imputation some times cast upon the school, that it dwells too much on the *elements*, and expressed his opinion that instruction in more advanced branches of study should be reserved for higher institutions.

Rev. Dr. SEARS spoke on the inspiration of the occasion, and most eloquently did he represent the noble nature of the teacher's office. He was deeply moved at beholding before him so many of those who are exercising so mighty an intellectual and moral influence on society. He could not help thinking how much greater the public loss would be if so many teachers should be removed from society than if an equal number of the votaries of pleasure and selfish enjoyment were to be lost. Dr. SEARS held his audience in breathless attention until the end of his address.

The social reunion and collation was held in the principal hall of the Normal School, and was attended by a very large number of teachers and their friends. At the close of the bountiful collation, Mr. D. P. COLBURN, the able Principal, made an exceedingly beautiful and ap-

propriate address, welcoming his guests, and reviving memories of the past.

After the singing of an original song came the regular toasts of the occasion, which were very happily responded to by Prof. ANGELL; Rev. Dr. SHEPARD, of Bristol; Mayor RODMAN, of Providence; Rev. Dr. SEARS, Prof. GREENE, Rev. Mr. COOK, and Mr. D. P. COLBURN.

In the course of the exercises, an original poem of a pleasing character was read by the authoress, Miss S. C. PADELFORD, one of the former pupils.

The whole occasion was marked by the highest degree of interest and enthusiasm.

The good results of such a meeting are many. Among them we notice mainly the opportunity which it gives for the expression of good will toward the school on the part of public officers and private citizens. It also makes the fact more apparent that the school has a history of its own, and a real inherent principle of life.

Of not a little importance, too, is the encouragement which such an occasion offers to kindred institutions, yet in their inception. If there are any persons who doubt the efficiency and the ennobling spirit of Normal Schools, it can only be regretted that they were not present to witness the genial enthusiasm of this delightful occasion. D. G.

NOTES BY W. S. POPE.

FRIEND HOVEY: I am on a tour for the good of the cause, and am glad to state that thus far in Southern Illinois I find the common schools still in progress. Yesterday I was at Lebanon, the seat of McKendree College; visited the old classic grounds. They were still and tenantless. The student, after his year of trial, had gone to the embrace of friends, and to recruit his physical powers. The very trees seemed to stand in silent contemplation of the future greatness of the place, and in anxiety for the success of those who have gone forth into the active duties of life. They seemed to wave a gentle welcome to one who has been for some time absent from their pleasing shade. A large new chapel is in process of erection, which is to amplify the means of accommodation.

Here we found the venerable Dr. AKERS, D. D., who resigned his post as President at the late commencement. He is all packed and ready for his exit to the North—to Redwing, Minnesota—whither he goes to take charge of the Hamlin University.

The trustees have not yet filled his and Prof. JONES's places. We also met here Prof. DAVIS, who is all urbanity and a man of seeming fine qualifications.

The female school that started at this point some time since, I was sorry to find a nonentity at present. Several young ladies of the place have since gone East and graduated. This should not be while our own State furnishes the most ample means for the education of all its own sons and daughters; though they have in some instances to go some distance to accomplish this end.

Here we met, also, our good friend Dr. CARPENTER, who is laboring faithfully in the cause of Republicanism, and who has done as much as any other man for the cause of common schools in this section. Being hurried by the car time, he pressed us to partake of an excellent 'lunch' and *then* depart, rejoicing that there are still those in Lebanon who see the true interests of themselves and the people, and intend to pursue them. Among these are also our friends MOORE and PADON, to whom we are indebted for kindness.

This part of the State is fast improving in all things, and will soon be provided with facilities for schools of the best grade.

The graded schools have not yet been introduced here so largely as in the North. But the *idea* is being established at many points—and that must precede the actual buildings and schools. At Salem, one of my quondam associates is engaged in an excellent school for young ladies; and Prof. LEATON is still conducting a good school at Mt. Vernon. I am pleased with the place of our next State Association. It is so accessible to all that we shall certainly have a very large attendance of the teachers of the State. When extreme north and south points were proposed, I preferred a change to the south, but the sober mean indicates wisdom in the Board who fixed upon it.

I am now on a trip to the eastward, where I may make some observations of profit to myself; and if any be thought worthy of recital, they may be furnished you in due season.

TRENTON, July 17, 1857.

A SCHOOL INCIDENT.

IN my early years, I attended the public schools in Roxbury, Mass. Dr. NATHANIEL PRENTICE was our respected teacher, but his patience, at times, would get nearly exhausted by the infractions of the school rules by the scholars. On one occasion, in rather a wrathful way, he threatened to punish, with six blows of a heavy ferule, the first boy detected in whispering, and appointed some as detectors. Shortly after, one of these detectors shouted—

"Master, JOHN ZEIGLER is whispering."

JOHN was called up, and asked if it was a fact. (JOHN, by the way, was a favorite, both of his teacher and his schoolmates.)

"Yes," answered JOHN, "I was not aware what I was about. I was intent in working out a sum, and requested the one who sat next to reach me the arithmetic that contained the rule which I wished to see.

The Doctor regretted his hasty threat, but told JOHN he could not suffer him to escape the punishment, and continued—

"I wish I could avoid it, but I can not without a forfeiture of my word, and consequent loss of my authority. I will", continued he, "leave it to any three scholars you may choose, to say whether or not I omit the punishment."

JOHN said he was agreed to that, and immediately called out G. S., T. D., and D. P. D. The Doctor told them to return a verdict, which they soon did, after consultation, as follows :

"The master's word must be kept inviolate. JOHN must receive the threatened punishment of six blows of the ferule; but it must be inflicted on volunteer proxies, and we, the arbitrators, will share the punishment by receiving two blows each."

JOHN, who had listened to the verdict, stepped up to the Doctor, and, with outstretched hand, exclaimed—

"Master, here is my hand; they sha' n't be struck a blow; I will receive the punishment."

The Doctor, under pretense of wiping his face, shielded his eyes, and, telling the boys to go to their seats, said he would think of it. I believe he did think of it to his dying day; but the punishment was never inflicted.

American Presbyterian.

ILLINOIS DISTRICT SCHOOL LIBRARIES.

BY DR. J. A. KENNICOTT.

A GREAT library may be little better than a great humbug. Schoolmen pride themselves on vast collections of dead literature and wordy lumber, and book-worms feed on it; but practical men want books full of vitality and applicable instruction, and no more of them than they can turn to good account. In cities, and even villages, working men are easily supplied with suitable books; but in the country, and especially among farmers, any thing like a good library is not often found, except as private property.

That farmers should read more, and they would read more if the right books were provided, no one doubts. Nor can there be a question that the *habit of reading*, once established, would never know abatement—though other habits might. But there is no need of repeating these axioms. This article was commenced in order to advertise our readers of a new way to supply themselves and neighbors with a reasonable amount of good reading at an easy rate.

C. M. SAXTON AND Co., Agricultural Book Publishers, are making strenuous efforts to introduce their books into country school-districts, with the sanction of State law. But as there is not yet sufficient *esprit du corps* among farmers to command separate agricultural libraries—were it advisable to do so—these gentlemen agree to procure other books also, and sell the whole to school directors at a discount of 25 per cent. from retail rates.

For the State of Illinois, four lists or 'Libraries' have been selected by the united agricultural and educational interests, through their Representatives in the Legislature, the State Agricultural Society, the Superintendent of Public Instruction, members of the Board of Education, etc. Each of these libraries contains about sixty well-bound volumes, of uniform appearance, the most necessary initiatory works being placed in No. I., from which the series ascends, though every list is complete in itself and without duplicates by the same author. The price demanded is \$50 for each library, or \$53.75 with book-case, etc. And by reference to the Circular of the State Superintendent, it will be seen that the directors of any school district in the State 'are authorized to purchase a library without submitting the question to a vote of the people'.

Now, one word in regard to the list of books proposed by SAXTON AND Co., or rather the books selected by the friends of education from the catalogue offered. So far as general literature is concerned, it would be hard to get up better sets of books in the same compass. And in regard to agriculture and its relations, perhaps no better can be had, though some better are wanted. Unfortunately, many of the agricultural books published in this country are but little more than reprints or compilations from foreign works—mostly admirable treatises, but not always exactly fitted to this locality and the peculiarities of American practice. But better these than none, and so the case puts itself; though a large proportion of those now offered are original productions of the best agricultural and horticultural writers of the United States, and just what we want, until a *demand* for more shall have been created by the mastery of these.

We shall not, at this time, attempt a full expression of our high appreciation of this enterprise, and the good sense and discriminating judgment shown by our educational brethren in its indorsement, and the selections made to aid 'a plan of industrial education' of great promise to our rural population. And to our colaborers who see too much individual profit in the job let us urge this feature as the best guaranty of success; for in these dollar days practical philanthropy needs a little leaven of self-interest for successful operation.

Prairie Farmer.

If we can not bring our condition to our minds, we must labor to bring our minds to our condition.

EDITORS' TABLE.

WHEN AND WHERE?—It is hoped that the County Commissioners or County Associations which have made arrangements for Teachers' Institutes in the coming Autumn will early send a notice of them to the *Teacher*. We want to know when and how many are to be held. The Board of Education holds its members in readiness to furnish such assistance as may be desired at points within reasonable convenience, but would of course prefer to know where they may be needed, so as to prevent interference of appointments. We understand Marshall county leads the van, on the last Monday of August, at Lacon, the county-seat. Putnam defers hers to the second Monday of October. Is it impracticable to have an Institute in every county this Fall? What say you, Messrs. Commissioners? Has the Legislature paralyzed your efforts by cutting off your two dollars a day? Rather so much more reason why you should work. Call your teachers together; make the preliminary arrangements, and have an Institute if you can get but one-fourth of your teachers there. They will inspire the absentees, and the next Institute will be much larger.

Teachers! are your commissioners dead? Then is there more reason that you should be alive and working. Come, who will go to work?
H.

BEGINS.—It will be seen, from the official notice elsewhere, that the first term of the State Normal University will commence on the fifth of October, and that application for admission should be made to the County School Commissioners. Application may also be made directly to the Principal by any who should fail to secure free scholarships, or who should not apply for them and yet desire to avail themselves of the course of training contemplated for this school. The Board of Education will spare no exertions to make the Normal School what it should be—an excellent place to prepare for the profession of teaching.

VISITS.—Some body says that nothing improves more by public ob-

servation than schools for the education of children. Long before this remark came to our ears, we had observed that the faces of parents, or even of strangers, in the school-room brighten up the faces of pupils, very much as a cooling shower does the face of Nature. The spirit, in the one case, is not less invigorated than is the atmosphere in the other. Both give visible signs of joy. The eye of childhood sparkles—all nature smiles. Effort, physical or mental, is not put forth without a cause. Applause may incite some; censure others; but indifference no one. We may be sure that children will not enthusiastically love their school and its duties without a motive; and that motive must be a living one, not an abstraction. We may be sure that children love to tell what they *know* to others and before others; but they have no especial desire to expose their ignorance. Where people visit schools the pupils soon learn to ignore Ignorance, and are ashamed to fail. We firmly believe that public visitation, together with vigilant official supervision, is the oxygen which fires up the brain and sets all hands at work.

HOW TO CHANGE THE SIGNIFICANCE OF WORDS.—Forget not the assembling of yourselves together; form Teachers' Associations; help yourselves to knowledge; hold Teachers' Institutes; employ a competent conductor to stir up your minds by way of remembrance; honor your calling by making yourselves worthy of it; think modestly of your own powers—and there is yet hope that you may wipe the stigma from the word 'pedagogue' and elevate 'teacher' to its appropriate place, the first in the language.

ADDRESS AND OCCUPATION OF EACH MEMBER OF THE STATE BOARD OF EDUCATION.—

N. W. EDWARDS,	Cairo,	Lawyer.
FLAVEL MOSELEY,	Chicago,	Pres. Board of Sch'l Inspectors.
S. W. MOULTON,	Shelbyville,	Lawyer.
C. B. DENIO,	Galena,	Builder.
WESLEY SLOAN,	Golconda,	Judge.
GEO. BUNSEN,	Belleville,	Teacher.
W. H. WELLS,	Chicago,	Superintendent Public Schools.
GEO. P. REX,	Perry,	Physician.
SIMEON WRIGHT,	Franklin Grove,	Teacher.
A. R. SHANNON,	Carmi,	Merchant.
W. H. POWELL,	Springfield,	State Sup't Public Instruction.
JOHN R. EDEN,	Sullivan,	Lawyer.
D. WILKINS,	Bloomington,	Teacher.
JOHN GILLESPIE,	St. Marie,	Teacher.
C. E. HOVEY,	Bloomington,	Principal Normal University.

TALCOTT AND SHERWOOD, of Chicago, are the agents for the sale of the celebrated Boston School Furniture. They sell at the manufacturers' prices. They also sell the cheapest and best apparatus (HOLBROOK'S) for common schools to be found in the States, east or west.

TEACHERS' INSTITUTES.—Those desiring information in relation to County Teachers' Institutes are requested to address the Corresponding Secretary, Dr. C. C. HOAGLAND, of Henry, Marshall county, Ill., or the President of the State Teachers' Association, SIMEON WRIGHT, Esq., of Franklin Grove, Lee Co., Ill.

\$10,000 are offered in premiums at the next State Fair, to be held in Peoria, Sept. 21-25, 1857.

It is expected that the corner stone of the State Normal University will be laid on the first day of September instant.

G. M. GLEN, under date of June 27, writes from West Charlton, N. Y.—

MR. EDITOR: This is my native place, though I now claim to be a resident of Illinois, the land where the march is onward. Though the motto of the Empire State is *Excelsior*, I think if she does not wake up she will not be entitled to that motto on her educational banner. She may boast of her colleges and boarding-schools, and her State Normal School; but as long as her common schools are in a languishing condition she comes far short of what she should do for the education of the masses. Yesterday I was shown the best house in this county (Saratoga)—a little thing, to be sure, erected at a cost of \$800. I remarked to the person who pointed it out to me with so much pride that we could show him a good number of school-houses in our county (Whitesides, Illinois) far superior to it, and costing three times that sum, which he thought enormous for a school-house. And further, this first house in the county is occupied by a female receiving the extravagant salary of \$3.50 per week.

The superfluity of boarding-schools is a great detriment to the common schools in this State. Parents seem to think that as soon as a child gets fairly out of his a-b-abs the common school is no longer a fit place for him; consequently he must be fitted out and sent to the boarding-school. This leaves only the infants and the children of those that are unable to defray the expense of the boarding-school to be sent to the public school. Then parents complain that their schools are badly taught, that they can not get competent teachers, and wonder why: so blind are they that they can not see the reason when it is as clear as a noonday sunbeam. They hold out no inducement for either men or women to devote their time to the arduous work of instruction. The remuneration offered is so small that no one can make a life-business of

teaching in the common schools. It is not sufficient to enlist persons of talent or even of mediocrity. The result is that the schools are kept by young men and misses just emerging from childhood. These desert the calling as soon as a more lucrative business offers. Thus New-Yorkers continually have only young and inexperienced teachers.

Now this is all wrong. It is like a man constantly employing green hands to do mechanical work of which he too is ignorant. The standard of the common school must be kept up, and a very effectual way of doing this is to offer such salary to teachers that they can afford to qualify themselves for the profession—sufficient to enable them to live comfortably on their earnings, and to induce them to make teaching a life-business.

ST. CLAIR COUNTY AWAKE.—Belleville, Lebanon, and Mascoutah, all situated in St. Clair county, have made use of the provisions of the new law to the following purposes: The citizens of Belleville, according to §44, for the purpose of extending the terms of schools and having the public schools open for their children the whole year, have voted for an additional tax, amounting to between \$6000 and \$7000. The citizens of Lebanon and Mascoutah, both provided with the means to keep their public schools open all through the year, for the purpose of erecting new and suitable school-houses (or one large enough to establish graded schools), according to §48, have voted—Lebanon for an additional tax amounting to over \$3000, and Mascoutah for an additional tax amounting to over \$6000. By far the most of the tax-payers of these places are mechanics, farmers, and laborers. G. B.

WISCONSIN JOURNAL OF EDUCATION.—After the lapse of four months this magazine again makes its appearance, full, as usual, of things professional and literary, and of the news. We gladly exchange greetings, and sincerely hope that the *Journal* may reach the good old age of the Patriarchs without another *interregnum*.

PROF. TURNER is announced to address the Wisconsin State Teachers' Association at Waukesha. Good things are in store for the Badger teachers.

REGENTS OF THE STATE NORMAL SCHOOL OF WISCONSIN.—

First Class.—NOAH H. VIRGIN, A. C. SPICER and EDWARD COOKE, whose term of office will expire January 1, A. D. 1858.

Second Class.—A. BRUNSON, S. A. BEAN and D. Y. KILGORE, whose term of office will expire January 1, A. D. 1859.

Third Class.—M. P. KINNEY, J. J. EXOS and J. G. MCKINDLEY, whose term of office will expire January 1, A. D. 1860.

M. P. KINNEY, of Racine, *President*.

EDWARD COOKE, of Appleton, *Vice-President*.

D. Y. KILGORE, of Madison, *Secretary*.

MCKINDLEY, of Kenosha High School, SPICER, Pres. of State Teachers' Association, and D. Y. KILGORE, Supt. of Schools in Madison, are teachers, and, for aught we know, the entire Board has been selected from the 'ranks'.

REV. GEO. A. CHASE, of Greencastle, has accepted the Presidency of Brookville College, Indiana.

TWO BLOOMINGTONS.—The University of Indiana is located at Bloomington in that State, and the University of Illinois is located at Bloomington in this State.

BUILDING.—The new University building of Indiana is in the Collegiate Gothic style. The exterior of closely-set brick-work, the openings of doors and windows on principal front having cut-stone dressings; the quoins and gables, copings, string and base courses of same material (a beautiful cream-colored limestone found in great abundance on the ground). The length of front is 145 feet. The building consists of a centre main building, 80 by 53 feet, and three stories high, gabled and surmounted by a bell turret at about 80 feet high. The chapel, 66 by 50 feet, society rooms, committee rooms, and professor's room, main hall and passages of communication to the wings are in the centre building. The wings are each about 38 by 26 feet and three stories high, but lower than the centre or main building.

E. P. COLE, late agent of the Indiana State Teachers' Association, has been appointed Principal of Monroe Co. Female Seminary.

THE *Voice of Iowa* has commenced its second volume under favorable auspices, and is much improved both in manner and matter. We wish the title-page (cover) was a little larger and more tastily displayed; but, aside from this, the mechanical execution of the work does the printers much credit. The *Voice* is energetic and varied—just what we should expect from the pioneer teachers of Uncle Sam's frontier giantess, the young and beautiful Iowa.

PHONETICS.—The Iowa Phonetic Association, through a committee, is endeavoring to raise funds for the support of their agent, J. H. SANDERS, Esq., of Oskaloosa. Of course they will succeed.

THE State Teachers' Association passed the following:

Resolved, That this Association recommend the Holbrook Apparatus, sold by TALCOTT & SHERWOOD, Chicago, to illustrate those branches of study to which it refers, believing it to be true that illustrations for the eye are important aids in the hands of teachers.

THE *Michigan Journal of Education* is sent at the expense of the State to every school-district in the State.

By a law enacted at the last session of the Michigan Legislature, every School-District in the State is to vote, at the annual meeting on the last Monday of September, on the question of purchasing WEBSTER's large Quarto Dictionary for its school. If the vote prevails, then the Supervisor shall assess upon the property of the district the cost, \$4, and the State Superintendent, on the receipt of the same, forwards the work.

FAIR EXAMINER.—The Lake County (Ohio) Judge of Probate has appointed

MISS FRANCES R. FRENCH one of the Board of School Examiners. So says the *Ohio Journal of Education*.

READ the following extract of a letter from Gov. CHASE, of Ohio, to the recent State Teachers' Association of that State:

The School-House is a better institution than the Court-House or the State-House. In the State-House, laws are enacted; in the Court-House, laws are applied; in the School-House, legislators, judges and jurymen are made. Especially is the School-House indispensable where popular government is made a practical reality by free suffrage and general eligibility to office. It is impossible to over-estimate the importance of universal education, where every boy is to be a voter, and any boy may be a President.

To make the School-House efficient, teachers must be, not only qualified, but honored. The responsibility of their trust, the magnitude of their work, and the dignity of their calling, must be acknowledged; and not coldly acknowledged only, but thoroughly appreciated. The community hardly yet *begins* to realize its debt of gratitude, honor and reward to the teachers of its schools.

IN DOUBT.—The educators of Ohio have been for some time investigating the *Code of Honor* in schools, or whether students should report the misdemeanors of their fellows to teachers or not. We judge from the proceedings of their recent Association that the matter is still undecided.

ANNUAL GIFT.—GEORGE PRENTISS, of Geneva, N.Y., an old teacher and many years ago Principal of Utica Academy, has received \$500, as a holiday-gift from five of his pupils. Among the donors are Ex-Gov. SEYMOUR and Hon. WARD HUNT. PRENTISS is now about 70 years of age, and is in the annual receipt of this sum from his old pupils. So says the *New-York Teacher*.

ACCORDING to WEBSTER'S Dictionary, there are one hundred thousand words in the language. The *N. Y. Teacher* says that, exclusive of scientific and technical terms, there are 10,000 nouns, 40 pronouns, 7,200 adjectives, 8,000 verbs, 2,000 adverbs, 60 prepositions, 19 conjunctions, 68 interjections, and 2 articles.

WE learn that there is an educational journal just started in Georgia. It is published at Forsyth.

SALARIES.—“The salaries of the Principals of the Albany Public Schools have been advanced from \$750 to \$900 per annum, and of the lady assistants from \$250 to \$300 per annum.”

We did n't know before that Albany, the capital of the great State of New York, had the niggardliness to ask females to work for her at \$250 per annum.

THE R. I. State Normal School has been removed from Providence to Bristol. We learn that the accomplished Principal, DANA P. COLBURN, Esq., will have his corps of assistants increased by the acquisition of Mr. DANIEL GOODWIN, a graduate of Brown University. This school has grown, under the management of Mr. COLBURN, from a mere private Normal Class, first to a City Normal School, and finally to a State Normal School of the first class.

OUR State Geologist, Dr. NORWOOD, expects to issue one volume of his report of the survey of the southern part of Illinois in a month or two.

THE *Connecticut Common-School Journal*, edited by CHAS. NORTHEND, is one of our very welcome visitors. A month or more since we had the pleasure of

making the personal acquaintance of the Editor, and found him full of wise counsel and ready for every good work. Mr. CAMP, the urbane and gentlemanly Principal of the Normal School, also holds the office of State Superintendent. This, though very complimentary, imposes more labor on one man than he can do and do well. It prostrated and nearly proved the death of his predecessor.

GOOD FOR A FIVE-YEAR-OLD CITY.—St. Paul, Minnesota, appropriates \$36,000 this year for building school-houses.

DUBUQUE, Iowa, appropriated \$30,000 last year for school-houses.

ROCKFORD, Illinois, has just dedicated two school-houses which cost her \$25,000 each.

REV. B. G. NORTHPROP, of Saxonville, has been appointed an agent of the Massachusetts Board of Education. Those who remember the article in the first number of our last volume entitled THE PURPOSE OF EDUCATION, will see by the initials that he was the author. This is an excellent appointment.

GOOD COUNSEL.—

“If you your lips
Would keep from slips,
Five things observe with care —
OF WHOM you speak,
To WHOM you speak,
And HOW, and WHEN, and WHERE.”

“HAVE you a sister? Then love and cherish her with a holy friendship.”
WARNOCK.

If you have no sister of your own, we advise you to love some body else's sister.
Bardstown Gazette.

B O O K N O T I C E S .

WARREN'S COMMON-SCHOOL GEOGRAPHY.—This work, announced some time since, has made its appearance, and a very respectable appearance it makes, too. A more careful examination than usual has convinced us of its decided merit. The text, maps and engravings do credit to Messrs. SUMNER, YOUNG AND WHITE, while the *plan* of the entire work — its unity and fitness — will be likely to condemn its author, Mr. D. M. WARREN, to no little honor and profit. Copies for examination may be obtained of D. WILKINS, Bloomington, Illinois, or of the Publishers, H. COWPERTHWAIT & Co, Philadelphia, Pa.

THE AMERICAN HISTORICAL READER, BY J. L. TRACY.—The object of this work is to connect the study of history with reading, and while one is being

acquired the other will be perfected. The work seems to be well matured and is certainly very interesting. The JUVENILE HARP, by the same author, consists, *first*, of a manual for devotional exercises, filled with selections from the Bible; *second*, of about fifty pieces of sacred music and two hundred hymns; and *third*, of choice gems of juvenile songs. Published by H. W. DERBY & Co., Cincinnati.

THE CHRISTIAN PASTOR, a discourse in favor of theological education, by ALVAH HOVEY, D.D., Professor of Christian Theology in Newton Theological Institution. Boston: GOULD AND LINCOLN.—We have just read this 'discourse', and having become decidedly interested in it, can not deny ourself the pleasure of saying so. We took up the pamphlet with the intention of glancing at a paragraph or two, and laid it down only after a careful perusal. Research, scholarship, and an appreciation of the importance of the theme evidently possessed the author while penning it.

HISTORY OF THE UNITED STATES, BY QUACKENBOS. New York: D. APPLETON & Co.—“The Author has aimed to be *simple*, that youth of lower as well as advanced classes may understand him; *clear*, that no indistinct or erroneous impressions may be conveyed; *accurate* in the recital of facts; and *interesting* as regards both matter and style.” The work is profusely illustrated, and deserves a careful examination by teachers and committees about to select a history for schools.

MESSRS. CHILDS AND PETERSON, of Philadelphia, publish Dr. KANE's Arctic Explorations, the most successful book of the season. The family of Dr. KANE have already realized more than \$60,000, it is said, from the sales of the work.

Dr. WILLIAM ELDER, an intimate friend of Dr. KANE, is now writing his biography, and, that this may be accurate and complete, all his manuscripts, journals, etc., have been placed at Dr. ELDER's disposal.

CHILDS AND PETERSON will issue this book as soon as written. They also are republishing KANE's First Expedition, finely illustrated, and likewise BOUVIER's Familiar Astronomy, 500 pages, and WELLS's Familiar Science, on a plan similar to the smaller works of BREWER AND PETERSON. In addition to these, the same house publish other popular miscellaneous and school books.

MARRIED—In St. Louis, Tuesday evening, July 14, by Rev. G. S. WEAVER, Prof. J. H. CHAPIN, of Galesburg, Illinois, and Miss NELLIE M. WEAVER, of Paper-Mill Village, New Hampshire.

The above tells the fate of another of our Associate Editors. We wish them joy. Who comes next?

THE Board of Education met, according to adjournment, in Bloomington, August 18, 1857.

Present — Hon. N. W. Edwards, President, Messrs. Wells, Moulton, Hovey, Denio, Bunsen, Eden, Wright, Shannon, Wilkins, and Gillespie.

The Secretary being absent, D. Wilkins was chosen Secretary *pro tem*.

On motion, Mr. Moulton, Chairman of the Committee on Building, made a report as follows:

[See 'Proceedings of the Building Committee of the Normal University', in the *Illinois Teacher* for August.]

On motion, the Board adjourned until 11 o'clock, for the different committees to prepare their reports.

The Board met at 11 o'clock A.M.

The Committee on Officers made the following report, which was adopted:

The Committee on Officers would respectfully report to the Board, that they, in conjunction with the Principal of the University, have considered the subject of the appointment of assistant teachers in the University, and recommend as proper and suitable persons for that position, Ira Moore, of Chicago, Ill., and Daniel Goodwin, of Rhode Island.

Also, that the Principal, with the concurrence of the Committee on Officers, be authorized to employ a suitable female teacher for the University.

Also, that the Principal, should it be necessary, be authorized to employ a principal teacher in the Model School.

The Committee also recommend, that in case Counties and Representative Districts fail to send the number of pupils to the University, that they may be entitled to by law, then the Principal, with the concurrence of the Committee on Officers, may receive pupils to the University from any part of the State, but no County or District in any contingency is to be deprived of the right to send the number, if they desire it, which they may be entitled to by law.

The following resolutions were offered and adopted:

Resolved, That the Treasurer of the Normal University be authorized and requested to pay C. E. Hovey, the Principal of the University, the sum of one thousand dollars, to be expended in the purchase of furniture for the University.

Resolved, That in pursuance of law, the one thousand dollars, donated by the Messrs. Merriam, of Springfield, Mass., now in the hands of N. W. Edwards, be paid by him to C. E. Hovey, Principal of the University, to be expended by him in the purchase of suitable apparatus for the use of the Normal University.

Resolved by the Board of Education of the State of Illinois, That N. W. Edwards, the President of said Board, be, and he is hereby, authorized to draw an order upon the Treasurer of the State of Illinois for the interest of the University and Seminary funds, and that the said Treasurer be requested to pay over the same upon the presentation of said order to the Treasurer of this Board, in pursuance of the eighth Section of the Act 'For the establishment of a Normal University', in force February 18, 1857.

Adjourned to 1½ o'clock P.M.

The Board met according to adjournment.

The following resolution was adopted:

Resolved, That the Principal of the University procure a suitable seal for the use of the Board, with the following inscription thereon; "The Board of Education of the State of Illinois."

The Committee on Text-Books then made their report, which was adopted:

The Committee to whom the subject of Text-Books was referred have had

the same under consideration, and would respectfully present the following list and would recommend their adoption; asking further time to complete the report :

Davies', Ray's, and Thompson's Series of Arithmetics.
McGuffey's and Sanders' Revised Spellers and Readers.
McElligott's Analyzer, Manual, and Thomas's First Book of Etymology.
Cornell's and Warren's Geographies.
Greene's, Clark's, Wells's, and Pinneo's Grammars.
Weber's, Berard's, and Wilson's Histories.
Quackenbos's Composition and Rhetoric.
Cowdery's Moral Lessons.
Wells's Science of Common Things.
Cumming's Physiology.
Parker's and Wayland's Philosophies.
Youman's Chemistry, Atlas and Chart.
Johnson's Agricultural Chemistry.
Ray's and Davies' Algebras.
Perkins's Geometry.
Gillespie's Surveying.
School Harp and School Melodies.
Crittenden's Book-Keeping.
Payson, Danton and Scribner's Writing-Books.
Webster's Series of Dictionaries.

S. WRIGHT,
W. H. WELLS,
W. SLOAN,
GEO. BUNSEN, } Committee.

On motion, the Building Committee then proceeded to open the sealed bids containing the proposals for the erection of the Normal University Building, as follows :

1. W. H. Reynolds,.....	\$107,826	9. Thomas Scott & Co.,.....	92,500
2. Mortimer & Loburg,.....	81,000	10. C. B. Denio,.....	100,000
3. I. F. Soper,.....	80,000	11. Hays & Evans,.....	105,000
4. F. Hand,.....	95,609	12. Boggs & Smith,.....	91,325
5. S. Maynard & Co.,.....	84,250	13. Francis Nourse,.....	114,000
6. A. B. Shaffer,.....	99,500	14. I. I. Hunter,.....	115,346
7. S. D. Rounds,.....	110,056 73	15. F. H. Lapse,.....	97,882
8. B. & C. D. Weeks,.....	89,445		

On motion, the following resolutions were adopted :

Resolved, That S. W. Monlton and C. B. Denio be authorized to enter into a written agreement either with T. H. Soper or Mortimer and Loburg, closing a contract for the Building of the State Normal University at Bloomington, Illinois, giving them the option to accept on behalf of the Board the *bid* of either of said parties for the construction of said University Building, upon such terms, as to payments, as said Committee may agree upon with either of said parties.

Resolved, That the Treasurer of the Board of Education, with the consent and direction of the Committee on Building, be authorized and required to provide any necessary funds that may be needed to pay for the work on the Normal University as the same progresses.

Resolved, That the papers in the State which published the notice inviting builders to compete for the erection of the Normal University Building be paid for the same out of the first moneys coming into the hands of the Board.

The following resolution was offered by Mr. Denio, and adopted :

WHEREAS, The Normal University of the State of Illinois has been located at North Bloomington, in close proximity to the intersection of the Illinois Central and the Chicago, Alton and St. Louis Railroads; and *whereas*, in the construction of the necessary buildings pertaining to said University, as well as in the permanent occupancy thereof when built, a side-track and station-house at said crossing of convenient access are indispensable; therefore,



Resolved, That the Hon. J. A. Matteson, H. Spencer, and their associates, and the President and Directors of the Illinois Central Railroad Company, be most respectfully requested to cause to be erected at as early a day as practicable the aforesaid improvements at the point above indicated, and that the Secretary of this Board be requested to forward to said companies copies of this preamble and resolution.

On motion, Board adjourned.

D. WILKINS, Secretary *pro tem*,

N. W. EDWARDS, President.

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In the incorporated Academies of New York they have *double* the circulation of any other Readers; are in use in more than *ten thousand* schools in the United States and Canada, and are selling at the rate of more than a million copies a year.

II. DAY AND THOMPSON'S ARITHMETICS.—Introductory to the Mathematical Series, in 10 vols. This Series was projected by the eminent Teacher and Mathematician, President DAY, of Yale College, and has been constructed under his Supervision, and on the principles suggested by his experience. It is possessed of an eminently practical character, and has been commended with great unanimity by Teachers, among whom are the Superintendents of several States; by the Educational Committee of the Illinois Legislature and the Superintendents of New York City. According to the Regents' report, they are used in more Academies of New York than any other Arithmetics, and are selling at the rate of 100,000 per year.

III. WILSON'S SCHOOL HISTORIES, in 6 vols.—This is the only complete graduated system of Historical Text-Books ever published. They have been adopted and recommended by more than fifty Presidents and Professors of Colleges; more than 300 principals of Academies, Institutes, etc., and by a majority of the County Commissioners of New York.

In the Academies of New York their circulation was more than five fold in four years, and now exceeds that of any other history. They have been commended by the highest critical authorities, as North American Review, Bibliotheca Sacra, and Am. Jour. of Education, New York Observer, Tribune, Times, etc.

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
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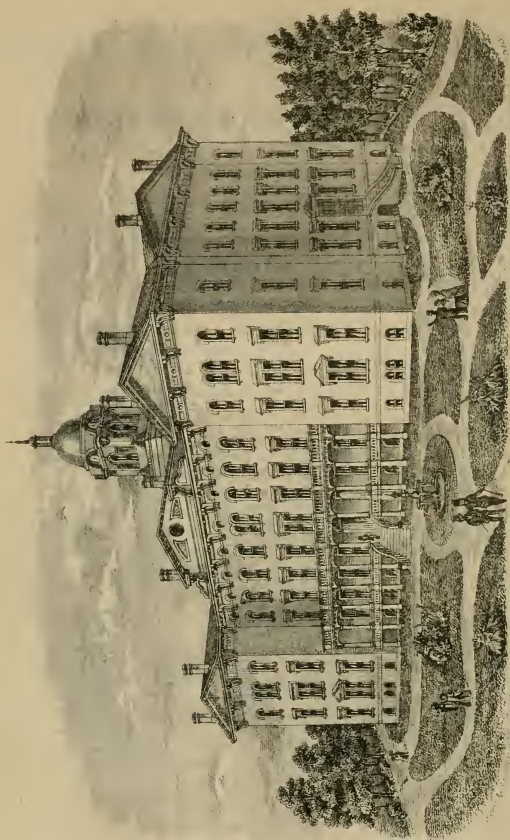
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STATE NORMAL SCHOOL,
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ILLINOIS TEACHER.

VOL. III.

OCTOBER, 1857.

No. 10.

FREE SCHOOLS.

BY W. S. POST.

"A WISE man is strong; yea, a man of knowledge increaseth strength," is the language of the Bible: "Knowledge is power" is the oft-quoted expression of BACON. It is a truth that is glorious, but at the same time terrible. Knowledge is power,—power for good and evil. It is a power that may elevate a man, by degrees, up to an affinity with his Maker; it is a power that may bring him, by degrees, down to the level even of Satanic evil. It is a power that will make man almost a god; or a power that will make him quite a devil. Increased mental power will be the result of FREE SCHOOLS — possibly that power will be devoted to bad purposes in many instances. Grant this. But are we to abstain from granting this power because of the possibility of its being turned to evil? Why, on that principle no good could be done at all. Good in this world can not be done without evil. Evil is but the shadow that inseparably accompanies good. You may have a world without shadow; but it must be a world without light, a mere dim, twilight world. If you would deepen the intensity of the light you must be content to bring into deeper blackness and more distinct and definite outline the shade that accompanies it.

He that feels timid at the spectral form of evil is not the man to spread light. There is but one distinct rule that we can lay down for ourselves, and that is, to do the good that lies before us, and to leave the evil which is beyond our control to take care of itself. In this world the tares and the wheat grow together, and all we have to do is to sow the wheat. If you will increase the rate of traveling, the result will be an increase in the number of accidents and deaths. If you will have the printing-press you must give to wickedness, as well as goodness, an illimitable power of multiplying itself. If you will give Christianity to the world, he who knew what his own religion was distinctly foresaw, and yet foreseeing did not

hesitate to do his work, that in giving to the world *inward* peace, it would bring with it the *outward* sword, and pour into the cup of human hatred, already brimming over, fresh elements of discord, religious bitterness, and theological asperity. Our path is clear. Possibilities of bad consequences must not stand in the way of any good work. Is all that the tyrants of the past have said true; and all that philanthropists have said false? Have all the gloomy predictions of tyrants been sagaciously prophetic? Must all the hopes of philanthropists be for ever blasted? What have the tyrant, the bigot and the timid said? That it is impossible to give power to the people without making them revolutionary, or to give them instruction without making them infidel. Yet is it not the boast of our loved land—yea, the glory of man, that the *educated mind* can never, no, *never*, be enslaved religiously or politically? *It must and will be free.* It must be remembered that the first use a man makes of every power and talent given to him is a bad use. The first time a man uses a flail, it is to the injury of his own head and of those who stand around him. But this is no evidence that he will never learn to thresh. The first time a child has a sharp-edged tool in his hand he cuts his finger. But this is no reason why he should never be taught to use a knife. The first use a man makes of his affections is to sensualize his spirit. Yet he can not be ennobled except through those very affections. The first time a kingdom is put in possession of liberty the result is anarchy. The first time a man is put in possession of intellectual knowledge he is conscious of the approaches of sceptical feeling. But that is no proof that liberty is bad, or that instruction should not be given.

There is a moment in the ripening of the fruit when it is more austere and acid than any other. It is not the moment of greenness, but the moment when it is becoming red, the transition state, when it is passing from sourness to sweetness. Under the guise of a good evil made its first attempt on the race. To our unsuspecting progenitors it said—Obey me, and, delivered from ignorance, ye shall be as God, knowing good and evil. It is a law of our humanity, then, since 'that act which brought death into the world and all our woe', that man must know both good and evil. There never was a principle but what triumphed through much evil; no man ever progressed to greatness and goodness but through great mistakes. Mistakes are incidental to progress, but great successes grow out of mistakes. A man who does nothing of course makes no mistakes, or, at least, but one great one. In this country, for instance, we sometimes have mobs—though I am not in favor of mob-law, of course; but who ever heard of a mob in Russia? People there are not allowed to do thinking enough to get up a mob. Here, where people do their own thinking, they will sometimes think a little too fast, or not quite in the right channel. Yet is it not the first maxim in education and in art—sever yourself from all partyism; pledge yourself to no school; cut your life aloof from all shackles; be a slave to no maxims; stand up erect in the image of God, unfettered and free, servant only to truth and duty? But this will force each of us to stand alone, say you. Yes, grandly alone! un-

trammelled by the prejudices of any, and free to admire the beauty and love the goodness of them all.

While we accord 'honor to whom honor is due' for the Free-School Law, the few—the very few—who in the Legislature voted against it may rest assured that we will remember *them* in our heart of hearts.

By the way, I observe that some of your knowing folks in the North are all the time talking about our *corn* down here in Egypt. Well, we can raise as much corn here as can be produced any where, *for there is a great deal of land here, a great deal to the acre*, but we want you to understand that we can grow as good *wheat*, too, as can be raised any where else. Wheat lands are worth twice the price of corn lands, the world over; and we Egyptians challenge the North, East and West to produce better wheat than we raise. Now be careful what you say about 'the land of swamps and agues'; for we are going right ahead, and, as Prince TALLEYRAND said, "Nothing succeeds so well as success"; we are bound to be known 'in the annals of progressive man'. An active, impulsive, energetic man may perform a deed to astonish the world while the cool, calm, quiet man is simply counting the cost. "What a steady, good sort of a man Mr. A —— is," said a lady to her husband. "Yes, my dear," replied the husband, "If he were a *little* steadier he would n't move at all."

In my youthful days I knew a man whom we boys all familiarly called 'Uncle JOEL'. He used to say, "If I'd only had a good education and good natural abilities, I'd a been a pretty smart man." Now we Egyptians admit that you have got good 'natural abilities' in the North; and, since the principle of Free Schools has triumphed, you have the opportunity to acquire 'a good education', and learn among other things the *real* condition of affairs in Egypt. If you now tell hard stories about us, we shall begin to think you are a *leetle* selfish, though you may be pretty good in the main, like the man who had a wife and but one married son — four in the family. He was a very pious man, *in his way*, and would always 'say grace' at table after this fashion:

"LORD, bless me and my wife,
My son JOHN and his wife;
Bless us four, *but no more.*"

But we will let Time be the interpreter. *Live teachers* are always upon the alert for information. Let me refer them as well as all others to a *very important law* as announced by BOUE. *Vide* a learned address delivered by Dr. T. S. BELL, of Louisville, Kentucky, on 'The Life of the Ages of the Earth', and published in the December number, 1856, of the *Millennial Harbinger*, page 682, which is conducted by ALEXANDER CAMPBELL, of Bethany, Va., whom I regard as one of the great minds of the present age.

"The law of BOUE is not only universally true now, but it always has been true. That law is: That along a mountain-chain running from North to South we always meet a fusion of the nations, in languages, manners, and customs, on both sides of the chain; but, the reverse universally obtains where the races occupy opposite sides of the

chain running from East to West. Take the Carpathian chain for an example of one, in its effects upon Poles, Hungarians, and Germans; and look at the Cheviot mountains, which separate England and Scotland, for an illustration of the other." How unlike are the French and Spaniards separated only by the Pyrenees.

"And whenever you examine the physical features of mountain chains, and the history of the human race, BOUE'S law holds good. BOUE shows that no great conqueror, not even ALEXANDER of Macedon, has ever been successful in attempting to conduct military enterprises across mountain-chains extending from East to West.

"The Cimbri were cut to pieces by marines after they had imprudently placed the Alpine chain between them and their country, and the Romans conquered Germany by passing around the Alps. The Vandals never assailed Rome with effect except from Africa, and the Magyars entered Hungary by the North and South portion of the Carpathian chain. Our country owes much of its prosperity and the extension of its empire to the singular law we are considering. If the Apalachian and the Blue mountains, the Catskill and the Rocky mountains, had their direction from East to West, instead of from North to South, the chapters of the North-American History would have varied widely from what they now exhibit." If the law of BOUE be *universally* true, I must surely abandon my scheme of secession of the South from the North; for if I attempt it, it will prove a failure. Therefore, I will again revert to the *wheat*, and close with the sentiment: Egypt, may her schools equal her wheat—the best in the land.

A N E S S A Y .

READ BEFORE THE STATE TEACHERS' ASSOCIATION, AT CHICAGO, BY O. H. WRIGHT.

THE object, the cause that has brought us together on this occasion, is of vast moment. For one I feel the magnitude of the responsibilities of an educator. I feel that 'vast motives press upon me for lofty effort. Would that I were conscious that I possessed all the requisite qualifications to discharge in wisdom the *many* duties that I in my relations owe society, that I owe the world—duties that demand my constant vigilance—duties that should inspire in me a noble confidence. Confidence, when unimpaired by selfishness and vice—when untarnished by sensuality—is a virtue of which boasting is virtuous. But many there are with whom I meet, and especially teachers, who attribute their ill success frequently to a lack of confidence, without thinking for

a moment that they are laboring under a mistake — that 't is want of ability, miscalled confidence, that renders them inefficient teachers. Where there is ability there is modest confidence, because knowledge inspires it. But where there is not ability there is often more, but 't is perverted — 't is bogus, because the result of ignorance, the result of an indiscreet, careless observer. There is such a thing as a temporary embarrassment, but a determination to be freed from that incubus, accompanied by two or three well-directed efforts from a disciplined, analytical mind, will hurl it dethroned from the senses.

The position that a teacher occupies is not unfrequently calculated, unless he keeps a constant watch over himself, to clothe him in an unprofitable garb of self-importance. He is surrounded from morning till night, from week to week, from year to year, with those who regard him, or should, as their superior. They are, or should, for their own good, be assured that the teacher is their superior in point of knowledge, in point of experience, in acquirements, in ability, in judgment, and in morality. The teacher, therefore, thinks himself wiser than he really is, because he too often neglects to mingle with those who are wiser. This often prevents the teacher from acquiring that which would prove an invaluable auxiliary to him as a teacher. Those teachers who think there is not much more that is necessary for them to learn to become first-class teachers never will become valuable, true teachers. If there is now a teacher listening to me who thinks it necessary that he should learn but little more to make him a first-class teacher, or what a teacher should be, allow me to say to you that you have really mistaken your calling, for you never have been, you are not now, and you never will be a *teacher* (in my rendering of the term) if you follow the profession till time dims the sight and totters the once firm step — till age whitens the brow and furrows the cheek with the cares of tedious years. Such teachers would do honor to themselves, exalt the profession and bless society, if they would engage in some other pursuit, no matter what.

A teacher must know more than what he can learn from books, or what he or she can learn in the school-room. They should mingle with all kinds of people, with people of different minds, tastes, likes, habits, and opinions, and take notes. Gentlemen should mingle as often as they can in the society of noble-minded and intelligent ladies, and take notes. They should mingle in all kinds of society, the ignorant as well as the learned, the crude as well as the refined, and take notes. "For he who walks familiar with common minds, often stumbles over heaps of unsunned gold; where he who is proud in emptiness seeks for naught but dust." He who diligently and successfully studies mankind is a successful teacher. A teacher must study hard — think much and carefully; must think analytically, must observe closely and weigh candidly, then act fearlessly and independently. Teachers should be right and learn to know it; for a conscious ability inspires confidence in any relation in life. Those engaged in the profession of teaching may properly be divided into three classes: First, the true teacher, who is qualified by nature, acquirement and honest experience; who has toiled much to know his duty, and, independent of unjust censure, indifferent

to foul-mouthed detraction, careless to opprobriums heaped upon him or her by jealous, bigoted and ignorant patrons, *dares* perform it. Secondly, the popular, *alias*, fashionable one, who partly knows his duty and partly does not, and dares not perform even what he partially knows to be right, for fear of offending pupils and through them displeasing parents, thereby destroying that opinion they wish others to cherish for them, and for which their whole, their undivided efforts have bent, losing sight of the true interests and welfare of their pupils.

Laudations from the airy tongues of fashion and popularity are wooed, while the *true* culture of the minds of their pupils is neglected. While the noblest trust that man can bequeath to another—that of training and directing the mind of youth—is perverted in making outward demonstrations for the eyes of casual observers, deceived into the belief that their sons and daughters under that PLATO of a teacher are becoming prodigies. Thirdly, the weak—the inefficient teacher—one who has not the capacity to distinguish the true from the false, the noble from the groveling; one whose real ignorance of life—of humanity—only renders him culpable because engaged in this profession. 'Tis true that if he does not as much good as he should, he does not the harm to society; he is not so untrue and so recreant to his high trust as the popular one, hence not so deserving of censure. He is insensible to the great responsibilities that crowd upon him in his high position; he feels not the weight and the many cares that a true teacher some times too sensitively feels; he only seems to act for the present, without a thought that a future is a necessary concomitant—stretching away down through the labyrinth of time and of human existence; a future that will demonstrate unmistakably the result of his efforts, or lack of effort. To do wrong consciously is a crime; but not to do, when to do is right, is a two-fold crime, for which atonement is hard to be made. Teachers, like other public men, often love popularity too well, and too often deceive themselves relative to what is *true* popularity in the profession. To be popular they suppose they must enrobe themselves in that person's cast-off airs of habiliments. They consult policy till their style pleases the eye of this one, or fans with a gentle breath the vanity of that one. They neglect the *proper* cultivation of that intellect so fast becoming enervated and so essential to their success, by only catering to this one's likes, or that one's preferences, because they think to differ is to be unpopular. They lose sight of the great beacon-star of unassuming independence, that can only guide them safely and with honor through the many snares and arch-devices that attach themselves to society, and that are consequent upon the great march of life, and bring them up to the noble standard of a *true* man—a *true* teacher. Teachers that are some times efficient, that are successful in teaching books, too often neglect the *moral* culture of their pupils in their zeal to advance them in their studies.

An educated man without pure morals is a blight upon society; his acquirements are burdensome to himself, and render him odious to the world. He is like an earth without a sun—like hope without a prospect. Teachers should baptize the tender, the plastic souls of their

pupils into the great importance of knowing what it takes to constitute a *true* man, a *true* scholar—a man as true as ARISTIDES was just—a man as true, as generous, as PLATO, was wise—a man as noble as BRUTUS was patriotic, when that patriotism o'erleaped all bounds, and put to death a CÆSAR, his best of friends—‘not that he loved CÆSAR less, but Rome more’.

This popular system of which we have spoken is fast creeping into our schools, especially our large public ones; encouraged by the coöperation of the present state of society with teachers who love to be popular. That I may not be misunderstood in my rendering of the term, I am in favor of popular schools, with my whole soul; but I want them genuine, not bogus. Or, in other words, I want them real, not fanciful—an actuality, not a great pageant courting plaudits from airy tongues of miscalled popular sentiment. Popular schools exist only by popular puffing.

There are, and lamentably for the welfare of our country and the glory of our institutions, too many schools, like other things at the present day, blown into great dimensions by successful puffing. This accounts for so many superficial scholars, so many second-hand men, who only think as others think—who only do as others do; so many nicely-drawn-out exquisites of *young* men, who only know how to make a graceful bow to the ladies—how to lisp smooth but borrowed phrases, to charm the coëqual aspirations of the opposite sex. Such a system fostered by teachers is equally as injurious upon the young ladies of schools. Instead of their schools making them noble-minded, sensible, generous, intelligent women (the true object of schools), it is too apt to make them young sylphs, young graces, *alias*, full-fledged butterflies. Their domestic education, which is traceable to a great lack in the education of their parents, indulges them in the culture of the idea that to labor, other than perhaps to crochet with a tiny needle, to make wax flowers, or the like, is disgraceful, and injurious to their reputation in society. Hence the cause for so many fantastic minds, so many crippled intellects, so many vagaries of diseased imagination, and, lastly, so many enfeebled constitutions. *Labor*, manual, physical labor, is as indispensable to the growth, the expansion, the strength, and the development of mind, as the revivifying and genial rays of the sun are to the germination of *seed* and the growth of vegetation. Gentility is a virtue. *True* gentility is a necessary attribute of correct morality, and should be considered important. There is too frequently a mistake made, and mock modesty and formal politeness are taken for true gentility. True gentility does not wholly consist in outward formula. It must be a native virtue down deep in the soul, brought out and embellished by a true education. True gentility is when the soul acts, when the soul feels, when the soul speaks, when the soul swells in sympathy for the oppressed, for the afflicted; when the soul speaks from the eye in accents sweet and silent, in the practice of virtue and in the recognition of truth. The true teacher takes cognizance of all these things—the moral culture as well as the intellectual development of his pupils. When the happiness of man, the unanimity of society, the true pro-

gress of thought and the triumph of noble ideas, the exaltation of any people, and the perpetuity and permanency of a nation's glory depend upon their schools, who can estimate the value of a true teacher's services—one who has toiled day and night to overcome the obstacles in the intricate paths of that profession—one who has learned to look more into the motives of his pupils, of mankind, than into their naked acts to draw correct conclusions of their character—one who has by common sense and careful perception learned to judge of the combination of circumstances that tend to make children and us what we are more than they or we can make ourselves? When teachers can and will see that, and make their acts obedient to that, then will they be successful and invulnerable; then will the diapason of harmony echo its silver tones through all society. Then will children when grown to men and women love to practice virtue as a heavenly principle, and not as a mere name. Then will the bright angel of peace spread her glad wings over earth and soar with the joyful news to heaven.

Would that teachers, they who are occupying the highest position in the gift of man—that of controlling, governing, guiding and directing that immortal machine, the human mind; would that they could be properly imbued with the many and imperishable responsibilities that continually crowd upon them, demanding almost supernal wisdom to discharge them as they should. Just so long as true teachers do not receive that encouragement from the public their merits deserve, so long as their services receive such a small pecuniary remuneration, just so long as that deference and respect is paid to the untrue and the weak by deceived patrons, just so long we shall see the ranks of the untrue and the unfaithful classes swell with increasing numbers. 'Tis like stripping virtue to dress up fraud and vice in robes resplendent. It is robbing merit of its hard-earned laurels, weaving them into garlands to deck the brow of unfaithfulness. In too many of our schools there is too much studying, and not enough thinking. The first great object of a teacher should be to teach his pupils the art of thinking—to teach them to arrive at truth by the process of reasoning, by investigation; not to jump at conclusions and take things for granted because they are in the book. The art of thinking, and thinking coherently, is truly the art of arts—the nucleus round which all intellectual development concentrates.

The teacher who has succeeded in getting his pupil's mind in a condition to think, so that the mind is conquered to think, to concentrate those thoughts, has already made a scholar of his pupil in the widest sense of the term; has already prepared the mind for the reception of principles, and also their retention. All the teacher, then, has to do is, to simply teach his pupil in the abstract. But in four-fifths of the schools scholars are dealt with something like this: Their lessons are measured out to them, they commit them, they hurry through them, they know not what they are for, they know not the use of them, they are not taught the reason, the beauty, the utility of the truths they have learned; neither are they taught their application, without which principles are but the chaotic jumbling together of a rude, unprofitable

mass of matter, only incumbering those whom they seem to enrich. The power or ability to use facts, when, where and how, evinces more tact and talent than the acquisition of them.

We have now shown the duties and also the necessary qualifications of a true teacher. We have also contrasted such a one with the fashionable and the inefficient one. We have also shown the result of the different kinds of teaching upon the mind and upon society.

From the foregoing deductions we will now proceed to answer directly the questions propounded, out of which the arguments of our essay have grown. From careful reflection, I am emphatically of the opinion that teachers, even as a class, do not receive a respectable compensation for their services. We are well aware that it is easy and natural for teachers to say that; but our chief object has been to prove that assertion. 'T is true, we have shown that there is a class of teachers whose services are worth but little or nothing; but, at the same time, the teacher that is qualified and knows it (and if he is qualified he certainly will know it) does not generally receive half his services are actually worth; and in this State receives about two-thirds of what he should actually receive. There are exceptions, however, to the last remark. I speak of this State, or the large *Union Schools* of this State in particular, because I find it more difficult and more perplexing teaching here in *Illinois*, from what experience I have had, than in New York or the Eastern States. The reasons are: First, because more *labor* devolves upon the *teacher*, in consequence of the people being involved more deeply in the vortex of business. Secondly, the people are not so much interested in the education of the children, because every thing else shrinks into atomites by the side of the great corroding desire to get rich. And thirdly, children are petted into angelic beings at home, because chiefly under the direction of the mother, who indulges them till that indulgence perverts and tarnishes the whole character of the child; they therefore expect the same treatment at school, and if they get disappointed, the consequences are easily comprehended. These three difficulties do not only actually exist, but are *growing* evils, and require the united efforts of the teachers to check. This is more properly applicable to our large *Union Schools* in the larger country towns. No man who is really qualified to take charge of our large public schools, being the most difficult, perhaps, to manage of any class of schools, should think of doing it for less than one thousand dollars a year, especially where it is obvious they are able to pay that, and from one thousand to fifteen hundred, in proportion to the size and wealth of the place and the character of the school. I am of the opinion that much is gained by the patrons of schools in boarding the teacher at one steady place. Good pay, I have frequently observed, helps a teacher much to do his duty; and yet money never can pay a faithful teacher for all he does. Money alone never had attractions enough to induce me to grapple with the difficulties of this profession; nor does it now. That, in connection with the consciousness of being an instrument by which mind is developed, to go on in its developing and progressing career throughout an eternity of futures, induces *me* to remain in the profession.

O L D G R I M E S .

[THE following humorous and eccentric effusion is nearly two centuries old, but the older it grows the better it is. It is said to have been written by one of the wags and wits attached to the Court of the 'Merry Monarch', and was intended as a satire on a member of parliament named GRIMES. It is one of those whimsical effusions that ripen with age, and grow more brilliant and popular as they grow old.—*Eds. Portfolio.*]

Old GRIMES is dead — that good old man,
We ne'er shall see him more,
He used to wear a long black coat,
All buttoned down before.

His heart was open as the day;
His feelings all were true;
His hair was some inclined to gray—
He wore it in a queue.

Whene'er was heard the voice of pain,
His breast with pity burned;
The large, round head upon his cane
From ivory was turned.

Thus, ever prompt at pity's call,
He knew no base design,—
His eyes were dark, and rather small;
His nose was aquiline.

He lived at peace with all mankind,
In friendship he was true;
His coat had pocket-holes behind —
His pantaloons were blue.

Unarmed — the skin which earth pollutes
He passed securely o'er;
And never wore a pair of boots
For thirty years or more.

But poor old GRIMES is now at rest,
Nor fears misfortune's frown,
He had a double-breasted vest —
The stripes run up and down.

He modest merit sought to find,
And pay it its desert,
He had no malice in his mind —
No ruffles on his shirt.

His neighbors he did not abuse,
Was sociable and gay;
He wore large buckles in his shoes,
And changed them every day.

His knowledge, hid from public gaze,
He did not bring in view—
Nor make a noise, town-meeting days,
As many people do.

His worldly goods he never threw
In trust to fortune's chances ;
But lived (as all his brothers do)
In easy circumstances.

Thus, undisturbed by anxious cares,
His peaceful moments ran ;
And every body said he was
A fine old gentleman.

Good people all, give cheerful thought
To GRIMES's memory,
As doth his cousin, ESEK SHORT,
Who made this poetry.

PHONETICS AND THE COMMON SCHOOLS.

BY JOHN F. BROOKS.

SPRINGFIELD, August 21, 1857.

MR. C. E. HOVEY: *Dear Sir*—Yours of the twentieth has just come to hand. You are right in supposing me the author of the Essay on Phonetics referred to. You say that "The Committee of Award did not consider the essay as fully covering the ground contemplated in the subject for the prize essays, and therefore did not regard it in making their award." Permit me to say, that no essay of the required limits could 'fully cover the ground' to which the terms expressing the subject might be deemed to extend. The condition of our schools, considered in reference to the most urgent call for improvement, was expressed in the essay in these words: "On the one hand, the public mind demands great haste in education, and is impatient of the time it claims; and on the other, long years are spent in acquiring that first instrument of knowledge, an ability to read the English language. And, between the two, a large amount of intellectual cultivation, otherwise attainable, is entirely sacrificed."

This statement was subsequently expanded, and phonetic instruction shown to be a necessity to our schools for the removal of this evil. And it is thought that no more important view of the condition and necessities of our schools can be presented within the same limits. But of course the Committee must act on their own judgment.

As the chief object in preparing the essay was to bring this necessity of our schools to the consideration of the teachers and friends of education in the State, I cheerfully grant your request for permission to publish it in the *Teacher*, only regretting that the prize can not be ex-

pended in disseminating phonetic intelligence, as was intended. Yet, as the Committee have thought it unsuitable to grant us that privilege, I hope that by personal efforts they will make up as great an amount of influence in behalf of this educational movement as such an expenditure would have produced.

If agreeable, please publish this note with the essay. It may aid some minds in more fully understanding its drift.

Yours very respectfully, JOHN F. BROOKS.

A minute account of the condition of our schools and of all needful improvements can not be expected in an essay of six or eight pages. There is a general interest in the State on the subject of schools, and a strong expectation that they will be rapidly improved under the operation of our free-school system. This expectation, we trust, may be realized; at least the opportunity is favorable for the correction of evils and the introduction of such measures as promise to be of special utility. We desire, therefore, to call attention to a measure calculated, as we believe, to remove many evils, and introduce much positive good.

A manifest incongruity exists at present in relation to our schools. On the one hand, the public mind demands great haste in education, and is impatient of the time it claims; on the other, long years are spent in acquiring that first instrument of knowledge, an ability to read the English language. And, between the two, a large amount of intellectual cultivation, otherwise attainable, is entirely sacrificed. We ask the friends of education to consider a mode of employing phonetic instruction, as a means of greatly diminishing this evil. And we hope no one will refuse us a candid hearing from any prejudice imbibed against phonetics. We only wish to lay this subject plainly before our fellow citizens, especially desiring that whatever is done may be the result of the most free action on their part, and only for the highest interest of all concerned. But, from a long-cherished sympathy with the rising generation, we claim a right to plead their cause.

We will here premise that we are not about at this time to advocate a change in the orthography of our general literature. Whatever may be the merits of that question, the change can not take place speedily; the present generation must learn to read our print as it is. And in the progress of phonetic science, the next generation will be better able to judge of the advantage or disadvantage of such a change than the present. But the employment of phonetic instruction in teaching children to read, and as a medium through which to learn the reading of our common print, can be adopted in any school-district that desires it, without delay, if they have any suitable person to introduce it. It will be found easy, interesting, speedy, and abundantly successful. Its introduction in this way can not be objectionable to either the friends or the opponents of the so-called spelling-reform. If such a reform be found desirable, after a more extended knowledge of the sub-

ject, a use of phonetics in this manner will have prepared the way for its more easy introduction. If it is really undesirable, this will furnish the best means of discovering that fact, and, at the same time, it will diminish the force of the most potent arguments in favor of the change, by diminishing one-half the amount of time necessary for learning the use of present orthography, and furnishing the best means of instruction in the elementary sounds and correct pronunciation of the language. The etymological objection does not apply against this use of phonotypy.

I. That there is in the public mind a strong desire for haste in education will not probably be denied. It may be thought to arise from proper or improper motives; it may be thought inordinate and out of place. Nevertheless, it exists and forms a prominent influence, affecting the interests of the cause. It leads multitudes to abandon the school-room before they have acquired the least taste for knowledge, and before they have half mastered their mother tongue.

II. But, while so great a demand exists for a quick result, an immense amount of time is consumed in simply learning to read our own language, in even attaining this ability in sufficient degree to be able to employ it as a ready means of acquiring knowledge. From four to six years may be considered as a low estimate of the time usually consumed in this process. No one giving attention to the subject can be ignorant of the fact that this consumption of time arises from what NOAH WEBSTER has called our, 'barbarous orthography'. The same is evident in comparing our experience with that of the Germans, whose language is nearly phonetic. That to which we devote four or five of the most important years of a child's education they accomplish in an unappreciable portion of time. The writer once asked a very intelligent German how long time children required for learning to read in Germany. "For learning to read?" responded he, evidently surprised that there was supposed to be a period long enough to be inquired after, "Why, no time at all; any one can read when shown what the letters stand for." And the impression was apparent on his mind, that it was scarcely more difficult than to learn the order of seating in a school-room. And accordingly a German who can not read is among the wonders of nature.

But Americans will scarcely believe that such a difference can exist in the facility with which people of different languages learn to read their vernacular. They are incredulous of the speed of the Germans, and forgetful of the time consumed by themselves. Those who have learned have learned so young, and have by degrees become so familiar with our orthographic anomalies, that they have but very slight recollection of the obstacles they had to encounter. They know children are a long time in learning to read, but they attribute it to their childish weakness, not knowing or not considering that it will take an adult who has not previously acquired the art two or three times as long to learn to read as it does the child, and that hence we find that if this art is not acquired in childhood it is very seldom acquired at all. It is well known that when adults and children of the same family are placed

together among a people of another language, and dependent on their intercourse to learn the language, the children will learn to speak it in one-fourth the time of the parents. And, in view of such a fact, is it to be attributed to childish weakness that they are so long in learning to read? Give them an alphabet the characters of which as invariably represent uniform sounds in the language as the sounds we speak represent our thoughts, and they will learn to read any language which they can speak in a small part of the time required in learning to speak it. So far from childish weakness being the cause of this slow progress in learning to read, it is owing to the superior facility with which children learn a subject of that nature that we have comparatively any readers at all. The difficulties of our orthography are such that the wonder is that they are even tolerably conquered in the space of six years. The task is so Herculean as to have been long since styled, by some of our best writers on education, as 'one of the most difficult of human attainments'. It is the undeniable cause why near a million of our free adult population, as shown by the last United States census, are unable to read and write, of which number we have forty thousand in the State of Illinois.

III. It would seem appropriate to point out more minutely wherein the learner's difficulties consist. But it would be useless for those who have investigated the subject, and to those who have not it would be impossible to convey any adequate conception by an account no longer than they would be willing to peruse; for many can not endure a description, even, of that in which their little ones must delve for long and tedious years. The very nature and amount of these difficulties, the very qualities which constitute them such, render their perusal dryly and tediously forbidding. There is an endless repetition of little perplexing inconsistencies and contradictions. We will barely indicate their nature. It is usual to begin to instruct a child by teaching him the names of the letters. But these names are chiefly at variance with the sound, and, hence, are just so much hindrance to his associating any proper sound with the letter. Just at the commencement, where the child needs help to a distinct and clear conception, this course tends only to confuse and bewilder him. But the letter *a* has one sound like its name, as in the word *name*, yet the child must learn another for the same letter in the word *far*, and another for the word *hall*; and which of these shall he apply in a given case? If he attempt to apply either to the word *man*, he must be corrected and taught to apply a fourth; and so on to an average of six or eight sounds for each vowel, and three or four for each consonant, and combination of consonants. So that he has no reliable means of determining in any case what sound is intended. To show the probability of the child's gathering the right sound from the letters of a word, we may instance that little word *of*; omitting the unusual sounds of *o*, there are six extremely common, and two of *f*; and from the combination of these sounds twelve distinct words will result from these two letters, and the child has only one chance in twelve of getting right while employing sounds so frequently given to these letters as to occur thus represented on almost every page. And if the

letters were more in number, the different pronunciations would be vastly increased. Any word of six letters, with each an average number of sounds, will admit of more than a thousand different pronunciations, while employing only the sounds which the letters are known frequently to have.

But it is said the child learns the word *of* without any difficulty. To be sure he does, just as he would learn the name of a bird, or the sound of a phonetic letter, by being told. It is not difficult to learn a limited number of objects in this way. It is not difficult to extend it to the number of the phonetic alphabet, by giving him constantly the same sound for the same character. But, as he is now generally taught, he is obliged to learn, in the same manner from memory, each word in the language, say forty thousand in common use. And then, to be able to write the language, he must reverse this process, and learn to express the sounds by letters, when each sound is expressed in ten, twenty, thirty, and several of them in forty different ways. And this is an inconceivably greater task. That the child has some aid from analogy in guessing at the pronunciation of different combinations of letters is doubtless true. It is also undeniable that he can not be certain in a single case till he has heard the word pronounced by another. And this very analogy often proves a serious embarrassment and vexation; for the moment he thinks he is right he is declared to be wrong. If he infers from the combination *ea* in *neat*, *clean*, *fear*, etc., that it has the same sound in *head*, and *tread*, of course he errs; and if the sound in either of these classes of words is applied to *heart*, he must be corrected; and no one of the three will apply to the word *great*; and when he has learned all the above, he is in no better condition to pronounce the same combination in the word *react*, or *area*. And when he comes to another word containing *ea*, which of all these to apply or whether he is to learn a new model he is equally uncertain. And hence the task of learning to read involves essentially the labor of committing to memory from word of mouth the pronunciation of each combination of letters occurring in the written language. And the child is made to feel, though he may not be able understandingly to express it, that the whole pretense of representing words by letters is a mere deception; and it leaves the impression on his mind that the whole subject of learning is little better.

But the little that we can show of these inconsistencies here is but as the sight of a few brambles on the edge of an interminable forest, through which we oblige our pupils to wander for long and dreary years, with no chart or guide save the voice of their teacher. During this process, the power of remembering disconnected items may have been strengthened, but all attempts to deduce one idea from another have been nipped in the bud, and the habit of entire dependence on being told has become grounded and fixed.

In later stages of education we take great pains to develop the reasoning powers by mathematical and kindred studies, to accustom the mind to pursue independently a consecutive train of thought, and to deduce just inferences and conclusions from established principles and

facts. But in the commencement we pursue as near as possible the reverse. As though a man desiring to rear a healthful and upright tree should begin by trampling the young sprout beneath his feet for an indefinite period, and winding its yielding stem around some scraggy thorn-bush as many times as possible before attempting to induce a straight and vigorous growth. If there is any influence from correct principles, or any error in their perversion, it is exceedingly unfortunate that, at the forming period of human intellect, it should be bewildered and stupefied by such an accumulation of absurdities. Some young minds work their way through the mists of this Slough of Despond, and come out into a purer air and a clearer sky, where the bright rays of scientific truth cheer them onward to higher and nobler acquisitions. But there are others, of whom it is painful to think, who become so bewildered in this labyrinth of enigmas that they lose the path to the temple of knowledge, and never discern the light of scientific day. It is our most solemn yet sad conviction, from long observation on the effects of this mode of teaching, that many otherwise prominent intellects are virtually ruined by this unnatural process.

IV. If, then, the use of this 'barbarous orthography' is entailed upon us, and we can not, at once, throw it off, let us at least adopt the easiest and most rational mode of overcoming its difficulties.

Before Mr. PITMAN's alphabet was invented, the writer of this advanced the opinion that children might be taught on a phonetic system, and then learn the common print, in less time than the latter could be learned by itself. He was brought to this conclusion by watching the minds of children in their attempts to learn, and by reflection on the philosophy of the subject. The truth of that opinion has been proved by experiment. And there is found to be a *very important* gain of time by this course.

To acquire the art of phonetic reading is a simple and rational process. The elementary sounds of our language are about forty, which, with a few close combinations of elements known as diphthongs, render forty-three characters a convenience in representing them. In this mode of printing a character never occurs but with the same sound, and no sound is represented otherwise than by the same character. These sounds the child has already learned to distinguish, in some degree at least, if he has learned to talk. And he will as readily learn the characters representing these sounds as he will learn the names of so many different objects. Children, in fact, distinguish and imitate sounds more readily than adults. This instruction, as much as any other, needs to be well conducted, especially in its first stages. For one to attempt to teach the elementary sounds of language who can not recognize and utter them each distinctly and at will, would be manifestly absurd. And yet we fear there are many now teaching on the old method who are thus unqualified to teach the new. The appropriate sound of each character, and that only, should be associated with it in the mind of the child. No other name of the letter should be given to the beginner till he has learned to read—it will prove a serious barrier to his progress. When a few letters have been learned by their

sound, let the child be carefully taught to combine them into syllables. This he will readily do by sliding the sounds together in the same order as the letters stand in the word. And, with a little practice, he will do it by himself with as much pleasure as he will construct his little block house. Gradually acquiring and combining one letter after another, he will soon be able to pronounce any word printed in this type, or give the letters of any word pronounced. And while he has been cheered and encouraged at every step, by the exercise of his own ingenuity and a consciousness of progress, the activity, order, and independence of his mind have been wonderfully promoted.

For the best success in a transition to the common print, the child should be able to read with perfect fluency in the phonetic. And thus having acquired the habit of catching thought from the printed sentence, he will speedily learn, from the general resemblance of the old to the new type, and from the relation of words to each other in sense, to recognize the words in their common appearance. He may now be taught the names of the letters, and to spell Romanically. He will be able to do the latter more readily from having in each phonetic word a standard of comparison always fixed and certain. And all irregularities, being at once referred to that standard, are far more easily retained, just as the boy can more easily retain a dozen minnows strung upon a twig than when loose upon his fingers.

V. We invite attention to the following testimony and examples. We present such statements only as are the result of sober judgment on suitable experiments, and such as illustrate the principles of the subject.

This mode of instruction received the commendation of two successive committees of the Massachusetts Legislature of 1851 and 1852, before whom its utility was exhibited by the examination of pupils taught on this plan. The last committee stated that it was the universal testimony of the teachers of twelve public schools into which it had then been introduced, "That the children evinced a much greater attachment to their books, and learned to read with comparative ease." They also say that, "Impressed with the importance of the phonetic system, which, if primarily learned, according to the testimony presented, would save two years of time to each of the two hundred thousand children in the State, the Committee would recommend to school-committees and teachers the introduction of the phonetic system of instruction into all the primary schools of the State, for the purpose of teaching the reading and spelling of the common orthography with an enunciation that can rarely be secured by the usual method, with a saving of time and labor to both teacher and pupils."

Mr. J. B. NEWCOMB, of Elgin, in this State, gives the following account of his own daughter, in a letter of April 6: "She was five years old last October. The summer previous, I began teaching her occasionally the letters of the phonetic alphabet, by means of tablets with which she would be playing on the floor. But very little attention was paid to giving her instruction. Some times weeks would pass without teaching her a letter. She seemed to learn the letters with-

out difficulty. Indeed, I think she learned them more readily than scholars learn the common alphabet. About the first of October she had nearly all the letters of the phonetic alphabet learned; after this would read any thing printed in phonetic letters. About twenty days after she had learned the alphabet, I turned to the twenty-fourth chapter of Matthew; she read it correctly, never mispronouncing a word. I turned to the first chapter of the same book, and she read that without any difficulty, never, in any instance, mispronouncing those hard names. Since then I have written sentences in several languages, Greek, Spanish, French, and German, and she pronounces them with entire correctness, although, of course, she does not understand the meaning of the words. About two weeks since I handed her MCGUFFEY'S primary, printed in the old way. She read it half through without receiving so much as five minutes' instruction. She now reads readily easy stories in the common print, from its resemblance to the phonetic. Indeed, I have not taught her the names of the letters of the common alphabet, she knows nothing of them. She reads much better in the *old way* now, after a little instruction during the past two weeks, than those scholars who commenced learning to read the common way before she commenced with the phonetic. Her pronunciation is correct, and she enunciates with a distinctness which I have never heard equaled. From the first she has loved her book."

There are other similar examples in this State, which we have not space to insert.

Mr. GEORGE COMBE and Mr. JAMES SIMPSON, of Edinburg, Scotland, report an experiment in phonetic teaching, made under their supervision, from which the following statement is taken: "A shall phonetic class was commenced in September, 1850, composed of children from four to five years of age, and just beginning to learn to read. There was in the school another class, composed of children from one to two years older, who, twelve months before, had begun learning to read on the old system. In about seven or eight months the children in the phonetic class could read books printed in the phonetic type quite as well as these latter children could read books printed in the usual type. In eleven months the phonetic class had overtaken, in common reading, the other, which had been about double the time engaged in study."

In a communication from Mr. C. E. ROYCE, the Ohio Phonetic Agent, when referring to experiments like the above, he says: "During the last ten years I have had from one to sixty pupils under my charge at a time, and with similar results as to saving of time in learning to read. Nor do I remember failing with any child, although, of course, they have not all advanced with the same rapidity. Without any exception, so far as I know, they become better spellers than if they had been taught in the old way. Their better reading consists in their enunciating clearly every elementary sound."

He also says: "In the McNeely Normal School, in this State (Ohio), I was explaining phonetic teaching to the students, and in the midst of my lecture said I would call children from the play-ground, who did

not know all the phonetic alphabet, would print words on the black-board containing a letter with which they were unacquainted, and if I told them the power of the new letter they would tell me the word, or if I pronounced the word they would give me the power of the letter. I tried them both ways, and without hesitation they did all that I promised. Such results show what use they make of their reasoning powers."

Again: "In Republic, Seneca county, Ohio, I had about twenty children under my charge for a short time. Among them were several who had made next to no progress, though they had been in school two or three terms. And yet these children had good minds, and could learn any thing of which they could get a knowledge by reasoning. So little faith had their regular teacher in my doing any thing for them, that she said to me, 'It is of no use to try to do any thing for A., B., and C., they are too dull, I have no hopes of them.' But before two weeks they were in advance of their class-mates. And so marked was this, that their teacher and the pupils gave them credit for such standing. These children, it will be seen, had previously received Romanic instruction."

Rev. THOMAS HILL, of Waltham, Mass., in a letter just received, says: "We have had the phonetic system in constant use in our public schools for about six years. And although it has met with bitter opposition from those who had not tried it, I do not know of a single case in which a parent whose child was taught in this way continued his opposition after the child passed into the common print. The rapid progress which the child makes in common print after a good drilling in phonotypy invariably astonishes the parent, and makes him confess the value of the system. But our chief reason for holding on so strongly to the phonetic mode of introducing a child to literature is the clearness and distinctness of articulation produced by this method. At the examination of our grammar-school, a fortnight ago, Mr. Speaker BANKS, who was once an agent of the State of Massachusetts for visiting schools, said, 'that of all schools he had ever visited our grammar-school was the best, and that one of its peculiar excellencies was the distinctness of articulation, and avoidance of common Yankee mispronunciations.'"

Much similar testimony might be furnished, but our space will not allow.

The experience here given us is from intelligent colaborers in the cause of education. Are they essentially mistaken in their conclusions on this subject? We are aware that several attempts at phonetic teaching have been made and soon abandoned; and this is some times offered as an argument against the system. But we have yet to learn that a fair trial has been persevered in without success. Where a teacher well understands the principles of the subject, and the mode of applying them, and his pupils are not exposed to hearing the matter ridiculed by their friends as a humbug, or to having their minds distracted by the letters and anomalies of the old orthography till they have mastered the new, there will be no failure.

If teachers and friends of education will fully investigate this mode of instruction, and give it a thorough trial, we are willing to abide their decision. But we must be allowed to urge that they dispel the mists of the old orthography from their minds by a familiar acquaintance with the new; that they may be able to examine its merits through a transparent medium, and apply its principles in consistency with nature.

And in view of the considerations and facts which we have here presented, we solicit their earnest attention to the subject. Is not phonetic instruction a want of the age? Is it not a necessity of our schools, and a means without which their full object can not be realized? We need the facility which this method affords, and the time it saves for more important studies. We need the zest and life in mental effort which it imparts to the young; the quiet order and industry of schools interested in their pursuits. We need for our pupils that clear vision of truth which it gives to the opening mind, and that broad foundation which it lays for a magnificent superstructure of whatever is valuable and ennobling in intellectual and moral culture.

THE CREATION.

A POEM

Delivered at the Annual Commencement of Shurtleff College.

BY E. R. ROK.

INVOCATION.

O THOU who didst beget the universe!
 Inspire with radiant truth my solemn theme.
 Exalt my tongue with praise, while I rehearse
 Old Earth's mutations in the wondrous scheme.
 Upon mine eyes let light supernal beam
 While I behold the wonders of thy hand,
 And let me catch the streaming rays which gleam
 Like beacon lights o'er all the varied land,
 Guiding me on to Him who all these wonders planned.

Mountains that lift their hoary heads on high;
 Oceans that dash their waves upon the shore;
 Forests whose shade shuts out the sun and sky;
 Torrents whose downward-driven waters pour;
 The lightning's living flash; the thunder's roar;

The prairie plains that spread themselves abroad
 Like seas of verdure, filled with flowery store—
 These are the laureate anthems which applaud
 The King of Kings: these are the Poetry of God!

But not alone in anthems deep and bold
 The earth does homage to its Maker's skill.
 The gentle flowers in lowly hymns unfold
 The wonders of his all creating will.
 The waving boughs that rustle on the hill
 In answering cadence to the wooing wind,
 And all the lowlier, gentler hosts which fill
 The teeming earth, though deaf, and dumb, and blind,
 Bear witness to the wonders of the Eternal mind.

Lo! every thing that liveth joins the song:
 Touch thou my wondering tongue, O God, with praise,
 While I the ever-echoing hymn prolong.
 I would the anthem of Creation raise—
 The world pre-Adamite, the ancient days,
 And all the rocky records of Old Time,
 Filled with revealing witness of thy ways.
 Thus would I praise Thee in a theme sublime—
 The story of old Earth when she was in her prime.

Thou hast seen strange mutations, hoary Earth!
 And man, the clay-god, made of dust at first,
 And unto dust returning—aftertype
 Of thee and thine estate—has heard thy doom!
 Thy birth was of the all-begetting fire;
 And 'mid the all-destroying fire at last,
 Thou, dying, shalt return to elemental vapor.
 Land, and sea, and sky shall pass away;
 And like a wandering comet thou shalt cleave
 The trackless void as thou of old didst cleave
 Ere sky, and sea, and land from chaos came,
 Begotten of the fire. Then fire was king!
 And, ere the radiating rays had left
 Repulsive atoms to the rule of powers
 Attractive, reigned o'er all the world supreme.

In the beginning thus. — At length the earth
 Was left to other powers; to other laws
 Obedient, atoms unto atoms cleaved,
 And seething vapors veiled a molten world.
 The glowing granite poured volcanic fire
 In rolling floods from pole to pole abroad,
 Mountains arose on mountains, down again
 To sink into the fiery main below,
 Dissolving in the flood; their towering peaks
 Exploding in the murky air above,
 Lighting the outer darkness as they burst.
 The thunders in amaze deep silence kept,
 And lightnings hid them in the outer air,
 While thus volcanic tumult ruled the world.
 Darkness surrounded all: the steamy air
 Shut out the upper light from earth below;

And while the molten granite, hardened o'er
 As age by age went on, in torrents fell
 Precipitate, until a boundless flood
 Of seething brine prevailed from pole to pole.
 At length, the vapory air attenuate
 Let in auroral light on all below.
 The rolling ocean's lurid waters gleamed,
 Reflecting back the twilight to the air:
 The air diffused it o'er the sea again;
 And all above, below, around, was day.

The chaotic age was ended —
 Its wonders passed away;
 The evening and the morning were
 The first day.

Then spread the circling firmament on high;
 Then howled the surges of the lower deep;
 Then waked the tempests in the restless air;
 And storm usurped dominion from the fire,
 But still the fire resisted, loth to lose
 Its long supremacy. The shoreless deep
 Of rolling waters joined the rebel winds;
 While elemental atoms infinite
 Combined in firm revolt to stifle down
 The struggling fire. The rocky crystals shot
 Their geometric angles as they cooled,
 Granitic and perverse, but rigid still.
 Beneath the flood upheaved, vast mountains rose,
 Battling with waves as mountainous as they.
 But still the sea prevailed—the constant sea!
 Less changing than all nature's changing works—
 The sea prevailed. Its crushing waters rove
 The oak-ribbed mountains, scattered them afar,
 Grinding the rigid granite in the foam,
 And casting down the gneissoidal mass
 Five thousand fathoms thick!

For ages thus:
 No continents, no islands, and no shores—
 An ocean every where.

But the age of waters ended—
 Its wonders passed away:—
 Its evening and its morning were
 The second day.

Thus lifeless lay the old azoic world,
 Waiting the hour of change. The moment came,
 The pregnant waters brought forth things of life,
 Both plants and animals; and creatures strange,
 And marvelous to look upon, went forth
 Amid the waves, self-moving and alive!
 The young Lingula, in his tongue-shaped shell,
 The quaint Obolus and Orbiculus,
 The Trilobite with eye multangular,
 And hosts of living things, aquatic all,
 Came forth and lived. The protozoic sea
 Was moving with the mystery of life,
 But over all the teeming waves still rolled

The murky air carbonic: life was in the sea!
 Swift through the waves placoidal monsters moved,
 The tyrants of the deep. No love was there.
 The strong, insatiate, still devoured the weak;
 The weak destroyed the weaker: all was strife.
 The shark is not the monster of to-day;—
 His ancestry, as bloody and as foul,
 Spread havoc in the old Silurian sea.
 The vengeful gar there had his prototype;
 And there—if deeds of rapine gild a line
 Of long descent, and spread a halo round
 Consanguine names in after ages—rose
 The first illustrious lines! *Pterichtys*
 And *Coccosteus* are names as noble then
 As Macedonian ALEXANDER's since.

But the reign of fishes ended—
 Its wonders passed away;
 Its evening and its morning were
 The third day.

Another day
 Was dawning on the crude and nascent world.
 Devonian tumult raged o'er all the sea;
 The rocky bottom heaved in fiery throes,
 Disrupted by the pent-up flames beneath.
 The mountains rose, and shores set boundaries
 Unto the boundless sea, to sink no more;
 While in the upper deep darkness and light
 Divided into night and day; and sun,
 And moon, and stars, shone down alternate on
 The rolling world.

Thou flaming minister
 Of God! mirror of past and future,—thou
 Who broodest now on all this world of life
 As thou of old didst brood on barren rocks
 And oceans, leafless, pulseless, dumb and dead,—
 Thou shinest now as then: we look on thee
 Who didst look on the past eternity.
 Ye retinue of stars, and thou bright moon,
 Their queen, first offspring of the nascent earth,
 Ye bind us to the past, of which ye are,
 As of the present, part. And as ye shine,
 So shone ye on the primal lands which rose
 First fixed above the waters—on the mount
 Of Sinai, sacred rendered since to God,—
 Upon the granite peaks uprising from
 The old Devonian sea where now extend
 The clustered isles of Britain; and where'er
 The syenitic monuments of time,
 Erected by the Eternal architect,
 Rise up amid the old Silurian rocks,
 Distinct and unconformable. How sink
 The monuments of man, since sculptured from
 These same obdurate granites! where is now
 Old MEMNON's morning music? where the shaft
 Of Roman POMPEY? where the obelisk
 Of Egypt's CLEOPATRA? and a host
 Of rock mementos indurate as they?

Spoiled by the hand of time and ruder man,
 And yet the fire-erected monuments remain,
 Still sacred to the power and skill of God.
 So still endure the fossil records of the past,
 As written by the hand of Him.—Go learn their lore,
 Behold the marvels, wonder and adore.

As sunlight on the mountains now, so shone
 The golden beams at dawn of that fair day.
 From out the deep, the dripping lands uprose;
 Their tepid waters gleaming in the day,
 Reflecting honors to the King of Light,
 And myriad plants, of forms uncouth and strange,
 Sprung up all o'er the dark and marshy plains,
 And throve upon the hot carbonic air.
 They throve, and grew, and died; and others sprung
 In countless hosts from out the hot-bed heaps,
 To thrive and fall in turn; till all the air
 Was strained and purified above, and all
 The coaly treasure, stored for coming time,
 Was fossilized below.

But the age of plants was ending—
 Its wonders passed away;
 Its evening and its morning were
 The fourth day.

Then over all the basking continents,
 And all the nameless isles, the brooding sun
 Brought forth strange vegetation.—Giant ferns,
 And mosses monstrous, conifers and palms,
 And leafy hosts of wondrous forms uncouth,
 Sprung up all o'er the moist and heated plains.
 Along the breeze the venom'd scorpion played,
 And first in all the world inspired the air.
 Anon, amid the reeking fens went up,
 In sounds lugubrious, the first acclaim
 Of jubilant existence:—life was in the air!
 The Labyrinthodon croaked out his joy
 In notes batrachian—most hideous he
 Of all the denizens of that far day;
 While on the plastic borders of the pools
 The Brontozoöm, the Leviathan,
 The Ornithopus, and a host of birds
 As strange as they, impressed their tracks,
 Like epitaphs, upon the future rocks.
 Then came the lizard-fishes, ravenous,
 Huge and unsightly—neither flesh nor fish,
 O'er all the land and sea they reigned supreme;
 While in the lazy air, with skinny wings
 The Pterodactyl flew; at home alike
 In water, land or air; but hideous still.
 The age wears on apace.—Vast rivers start,
 And wind themselves amid the vernal plains.
 Their ripples echo with the startled scream
 Of creeping things gigantic. Lakes and pools,
 Wholesome and unsaline, distilled from out
 The briny ocean by the glowing sun,
 Dot the umbrageous landscape round the world.

Earth, Air and Water; boundless plains,
And forests intricate; the sea, the lake,
The bog, the hill, the world,—was full of life!

But the age of reptiles ended —
Its wonders passed away;
Its evening and its morning were
The fifth day.

Another age came on: the world was ripe!
The yellow sunshine shone on gentle slopes,
And wooded hills, and verdure-covered plains;
And fruits and flowers their hues of beauty threw
Upon the gentle waters; and the song
Of birds went out upon the balmy air.
New forests sprung in keeping with the age;
New races roamed the earth, flew in the air,
Or sported in the waters — prototypes
Of these, coeval with the mastertype
To which all other types were tending, *Man!*
Animals mammalian, nurturing
Their young from living founts lactiferous,
Roamed o'er the ripening world, and filled their times —
Alive without progenitors, or dead
Without descendants, as the Eternal plan
Demanded — miracles, alike, at once
Of life and death. So died to live no more
The giant Mastodon, the Megathere,
The Mylodon, and hosts of giant forms
As huge as they; filling the eternal rocks
With strange ossific records of their lives.

The early Eocene, the Miocene,
The Pliocene, successive came and went,
Marking the fullness of the times.—The Earth
Put on her rich adornments for her rest,
Decked in her beauty for a coming lord.
The Alps, the Andes, and the Appenines,
And mountain-chains as nameless yet as these,
Lifted their peaks still nearer to the sky,
To catch the crystal rain-drops as they passed.
The streamlets leaped along the grassy slopes,
Nomadic rivers wandered through the vales,
Seeking the distant sea,—stretching afar
O'er isles or continents in gentle sweep,
Or eddying rapids, or in glorious plunge
Leaping in loud Niagaras upon the plains.
The lily bathed her snowy petals in
The early dew, beside the ruddy rose.
Beneath the golden sunshine, luscious fruits
Their cooling juices ripened; while the fields,
Unfenced and free, waved in the gentle breeze
Their cereal grains nutritious, waiting yet
A little while the coming reaper's hook.
Upon a thousand hills and grassy plains
The lowing cattle grazed,—clean beasts
That chew the cud and part the hoof, and feed
Upon the grassy store, abhorring blood.

The world was waiting for its human lord.
He came! the obedient clay rose up alive,
And MAN walked upright in the image of
His GOD, a living soul.

The reign of mammals ended —
Man rises to his sway:
The evening and the morning were
The sixth day.

GOD of the rosy light —
LORD of the earth and sea —
SPIRIT who madest all things bright —
We utter our praise to Thee!

Morning and evening came —
Darkness and light obey, —
And all aloud their praise proclaim
At the rise of the primal day.

GOD of the boundless sea —
LORD of its finny brood —
We join its hosts in praise to Thee,
SPIRIT of all things good!

MAKER of beast and bird —
CREATOR of all that live;
Thou didst speak the creative word,
And life to all things give!

GOD of the rosy light!
LORD of the earth and sea!
SPIRIT who madest all things bright!
Eternal praise to Thee!

MOTIVES IN SCHOOL.

It is no easy matter to decide theoretically just what stimulus to active industry in the school-room is, on the whole, the best. Stimulus of some kind there must be. To labor with no hope of reward or wages, though it be over spelling-book and reader, would be unnatural; and, of all things, to require it of a child would be cruel.

Consciousness of self-improvement, thirst for knowledge, superior power in after life, these are, no doubt, motives to study as well as reasons for it. But while the child will not think of questioning their validity as reasons, he will, at the same time, feel little of their force as

motives. Let the teacher honestly apply the same arguments to his own mind, in the pursuit of his present studies or retrospectively, and he will find that while the 'consciousness of self-improvement' is always a consolation after labor, it is, nevertheless, very seldom the one motive cause, or even the chief one, which persuades him to it.

As to the 'thirst for knowledge', it is very rare that that becomes an actuating principle, an inducement to prolonged study, before manhood, or before the age of twenty-four, generally speaking.

The argument of 'superior power' and advantage in after life must, from its distance and uncertainty in the future, and on the principle of 'A bird in the hand', etc., be of very little weight to minds yet too inexperienced to understand the reality and value of that future. It is, therefore, very natural to conclude that while they are strong and worthy reasons to the teacher, they may be, in actual, school-life practice, almost ignored by the pupil.

What motives, then, at once wholesome and effective, are the best for the school-room? It can not be denied that the three just set aside as unpractical are among the loftiest, noblest and purest. If we possessed angelic natures they would prove the most efficient. An appeal to any lower motive is very often repugnant to the *beau ideal* philosophy of young teachers. But, as we do not make our daily food of flesh in its natural, uncooked state, nor eat the berry of wheat for bread without first submitting to pass it through some sort of preparation and combination with other ingredients, so, perhaps, these lofty principles may prove at once more palatable and more profitable when presented to the young mind under some other form.

Or, as Providence has not relied alone upon the pure utterance of the law, Thou shalt not steal, but has made it also a matter of worldly prudence, and has added to it inducements and rewards and punishments of various kinds, purely worldly and selfish, so to speak, so that weak man may be nursed and educated into obedience to what is right and just, so may the skillful teacher make a discreet use of that weakness in the human heart which demands something immediate, tangible and profitable as reward for present exertion.

Among the less noble motives the love of approbation, and its opposite, shame, admit of the most frequent use and widest appreciation.

I have known the judicious use of praise and blame by a teacher who was expert in the art of winning her pupils' confidence and love prove almost the only incitement and reward necessary to keep a large school, month after month, on its best behavior, and, if I may be allowed the metaphor, at the top of its speed.

Often when the teacher imagines it is those nobler principles so frequently and so earnestly inculcated by him which make his good scholars, it is, after all, his own personal approbation or disapprobation that has done it.

The dispensing occasionally of little trifles, rewards of merit, primers, even a stick of candy, though it mar some ideal pictures in the young teacher's minds, works wonders on the minds of his young pupils. Don't they carry home the tiny trophies in triumph, and lay them

away and count them over — though nothing but a colored card with a verse on it — as a miser does gold?

Emulation is another principle which the experienced teacher can not slight, and one second only to the love of approbation in its utility in the school-room. It has, indeed, been denounced and condemned and banished by many excellent teachers, but it is probable that it has acquired part of the odium from want of clear definitions, from being put in the evil company of rivalry, envy, etc., and a part from its abuse and unskillful application. This notwithstanding, it remains and always must remain, when used with due discrimination, of great assistance to the teacher, and of equal stimulus to the pupil.

Without entering into any discussion, therefore, a simple reference has been made to two much abused principles of action, which, the writer believes, can not be wholly excluded or despised by our profession. In one shape or other very few successful schools neglect their use. The grading of schools, advancement from lower to higher classes, position and reputation in the class, merit-roll, marking, going up and down, choosing sides, all imply methods based almost wholly upon the discriminate application of one or both of these principles — the love of approbation and emulation.

E. S. W.

FEMALE COLLEGE AT SALEM, MARION COUNTY.

MR. EDITOR: Writing the above reminds me of the time when I lived in Sparta. Some of the citizens doubted the propriety of permitting colored children to attend the common Sunday School. In the Spring of 1848 I opened, and during the Summer continued, a Sunday School exclusively for the blacks. Mr. FOSTER was my chief assistant. The darkies could not read much, and we taught them orally, and they acquired much knowledge of Bible history. Subsequently we were requested to take charge of a common Sunday School, with the assurance that there would be no objection to the blacks attending. Mr. FOSTER refused to change the name of our school from *Colored Sunday School* to simply *Sunday School*, but was willing to admit all children, without regard to color, into our *Colored Sunday School*. So with our friends at Salem. They wished to have all the colleges in the State open to all who are qualified to enter them, without distinction of sex. Several of them have assisted in building up some of the colleges that have been in operation for years elsewhere. They did this upon the assurance that arrangements would be made in connection with their respective colleges for the thorough education of both sexes. In this they were disappointed. No arrangements were made for the instruction of females. To guard against a similar disappointment, this insti-

tution was founded as a Female College, but the charter authorizes the trustees to provide instruction for males also, and to confer all the degrees which can be conferred by any other college in the State.

The trustees have faithfully discharged the duty assigned to them, having secured the services of Prof. (now President) CORRINGTON, and an able corps of assistants, to teach *all who come*. It is quite immaterial whether the applicant wears pants or hoops.

The Summer session has just closed. I had the pleasure of attending the examination (I believe learned men call it *commencement*), on the 22d, 23d and 24th inst. The teachers and scholars showed that they wished to have the exercises be an *examination*, and not, as is too often the case, a mere *exhibition*. When a class came forward for examination, the teacher who had charge of the class informed the audience how far the class had progressed in the science upon which they were to be examined; occupied a few minutes in questioning them, and then turned them over to the Visiting Committee and the audience generally, who continued the examination in whatever way suited themselves. There could be no cheating in the matter when conducted as this examination was.

For example: A class was being examined in the square root. I said, What is the size of the smallest square stick of timber from which 25 posts, each 4 inches square, can be split, and what is the diameter of the smallest round log from which such a stick of timber can be hewed? About half of the class presented their solution in four minutes, showing that the stick must be 20 inches square, and could be made from a log 28.284 inches in diameter. About one-quarter of the class presented a correct solution in eight minutes, and one-quarter failed to solve it in ten minutes.

In a similar manner, and with similar results, the committee and others of the audience asked questions upon every subject on which the pupils were examined. When a question was proposed which was in the text-book that they had studied, nearly every scholar could give the answer correctly; but here, as in most other schools, were some who *remember* well, but who *never think*. President CORRINGTON and his assistants have evidently tried hard to make every pupil under their care a thinker, and not merely a devourer of books. I have visited the schools in Salem occasionally for three or four years past, and when I compared the scholars and the exercises at this examination with what I saw there in my early visits, I thanked God and took courage. O, that every father in Egypt could realize the vast importance of having his sons and daughters thoroughly educated. Then every institution like this would be filled, and new ones would spring up all around us. Two young ladies graduated, receiving the degree of *Mistress of the Liberal Arts*. I believe that this institution will compare favorably with any other of its age. Many friends of education from other counties were present at the examination. Ample provision was made for the hospitable entertainment of 300 guests. This school opens again on the 16th of September.

I rejoice that our Normal School is about to open under such favor-

able circumstances, and I hope that all who wish to become teachers will try to be in the Normal School; but only a small portion of the whole can gain admission there. But those who fail of getting admission there, and all our young friends who wish to qualify themselves for usefulness in any sphere of life, can derive great benefit from attending at Salem or Carbondale. The course of instruction in each of these schools includes all that is taught, from the Primer up, up, I do not know how high, but a great deal higher than I know any thing about.

B. G. ROOTS.

P. S. In addition to the large number of books heretofore on hand, which have been sent to me in order that teachers may have an opportunity to examine them, I have recently received a set of the New Eclectic Educational Series, CORNELL'S High School Geography, The Common School Geography, by the author of WARREN'S Physical Geography, PORTER'S Chemistry, YOUMAN'S Chemistry, COMING'S Physiology, and several other valuable works. Any person wishing to select books for a Common School or English High School can find almost every book which he wishes to examine by calling on me.

TAMAROA, Perry County, July, 1857.

COMMON-SCHOOL EXHIBITIONS.

MR. EDITOR: I had the pleasure of attending an exhibition of J. P. LEMEN'S school, which took place on the last of July. I should have noticed it sooner but for time; but I hope it is not yet too late to show that something can be done 'down here' in the way of education. The exhibition was held at Bethel-Grove School-House, in St. Clair county. Exercises were opened with prayer by Rev. JOS. LEMEN. The exercises which followed were very interesting, not only to the spectators but to the children engaged. I was highly pleased with Mr. LEMEN'S mode of examining his scholars. His questions were of a particular and elementary character, embracing the first principles of the different branches which they were pursuing. After an examination with which all were pleased, the whole school, with their visitors, repaired to the dinner-table. Now, Mr. Editor, I made this dinner-table, it being prepared, as it was, by the parents of the children, a sort of index to the interest taken in the school; and if the interest taken was in proportion to the bounty and richness of the dinner, you may depend there was much manifested. After dinner, the afternoon passed away pleasantly in listening to little addresses from many of the children, and vocal music from different members of the school. There were two little girls

that excelled in this department. Mr. LEMEN says, and we concur, that these exhibition may be made the means of exciting in children a lively interest for three months ahead. In the evening the exercises closed by a very appropriate address to the children by ROBT. LEMEN, an old pioneer, who taught school in this State when it was a Territory, more than half a century ago.

A SPECTATOR.

S U G G E S T I O N S .

FRIEND HOVEY: I have a few suggestions to offer for the consideration of the noble army of teachers in the Prairie State. Though emanating from 'benighted Egypt' and enveloped in darkness, I trust some of those in the more enlightened portions of our State will dispel the clouds and throw more light upon the subject.

In the first place, I like the notion of having a mathematical editor, after the fashion of the *Indiana School Journal*. Could n't we appoint, say at our next general meeting in Decatur, two persons—a lady and a gentleman, for example—who would supervise that department of the *Illinois Teacher*?

Again: We are informed in the *Carbondale Transcript* that Egypt is especially rich in her flora—many species of southern plants being found here which have never been seen in the same latitudes either east or west of us; and several flowers indigenous to the climate of Mobile are common in the 'bottoms' of our rivers. Indeed, no better evidence need be furnished to prove the wonderful climate of this region than the fact that here are found numerous birds, reptiles, and other animals, supposed to be restricted to latitudes much farther south, and which species do not abound in this latitude farther to the east and west.

Would it not be well to appoint, also, at our next meeting, some persons residing in different sections to collect specimens for illustrating the Natural History of our State. Persons of talent in this matter could be found who would act, no doubt, efficiently, if appointed by our Association. When we meet in our County Institutes and general associated capacity once a year, at least, we could 'compare notes' and have interesting and profitable lectures on various subjects connected with natural history. The teachers themselves would become more and more interested and instructed in these important branches of knowledge, and through them a deep and abiding interest be awakened in the minds of their scholars, who would thus learn, we trust, 'to look through nature up to Nature's God'.

One more suggestion: I spent a few days pleasantly and profitably

with my esteemed friend ROOTS not long ago. I preached in Tamaroa on the Sabbath. I visited the school taught by Mr. JAMES BARTLESON. The school is now kept in a log school-house of the antique style. But the spirit of progress is banishing from that district all old-fogyism. The men who live there belong to the present generation. *Proof:* B. G. ROOTS, Esq., *has recently been elected one of the directors.* They are going to have a nice, comfortable school-house for their children. Mr. BARTLESON is anxious to keep himself posted in all improvements of the day. As an instance, he subscribed for the *Teacher*.

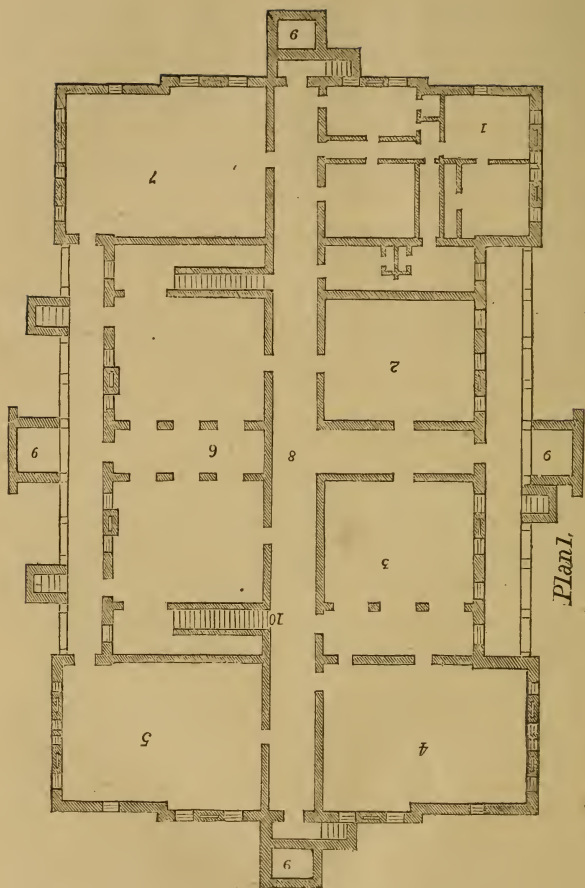
Miss BONNER is teaching at the station. Her school is large—too large for one teacher. She seemed wide-awake, earnest, and devoted to her noble calling.

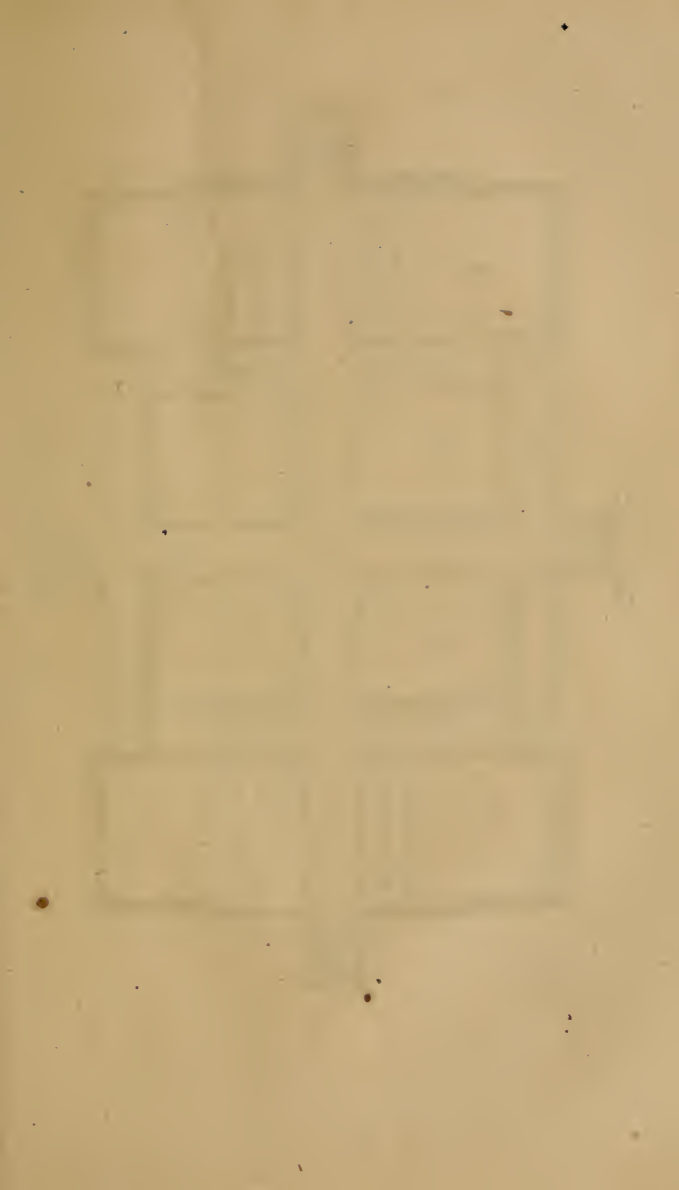
Well, by the way, I had almost forgotten that ‘one more suggestion’.

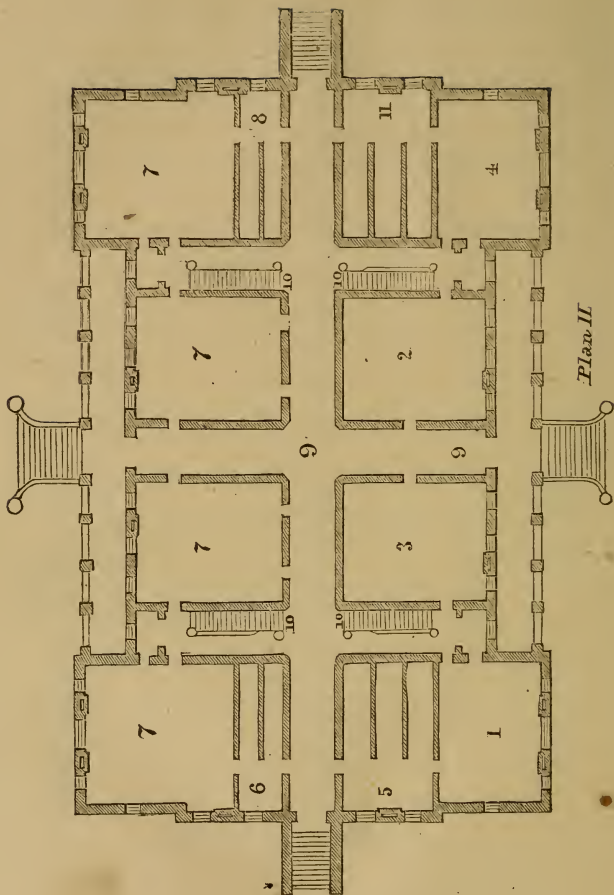
Mr. ROOTS remarked that he deemed it more important for his children to study the annals of our country than the annals of Greece and Rome. As a lady in Connecticut used to say, whenever she read a book that pleased her, “The author agrees with me.” So friend ROOTS ‘agrees with me’. Then let the teachers garner up notices of past years and preserve them in the archives of our Association. They will please and instruct themselves by so doing, and make posterity lastingly indebted to them for the deed. To transmit the honors of one age to another is our duty; to neglect the merits of our fathers and mothers is a disgrace and shame. Many prudent counsels conceived in perplexing times; many soul-stirring words uttered when danger was nigh; many brave and heroic deeds of patriotic daring, are already lost and forgotten in the graves of their authors.

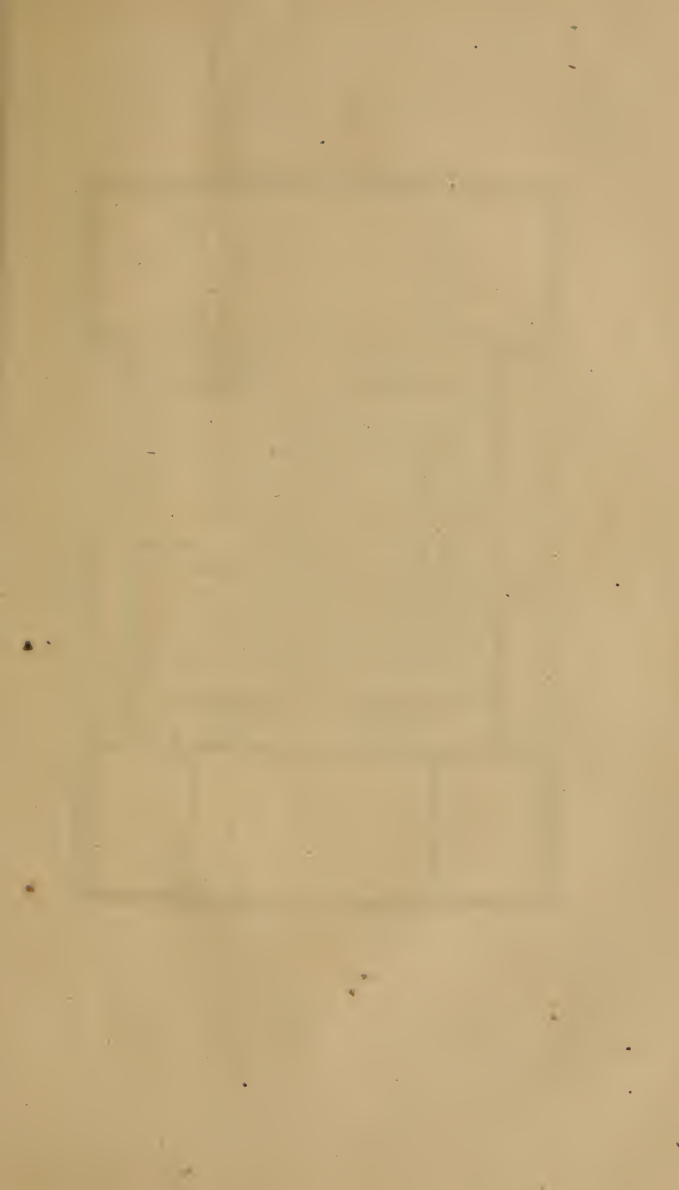
These historical facts, incidents, anecdotes, etc., could be made subjects for conversation or addresses. Who have so much time to gather up historical matter as the teachers? Who need this information more than the teachers? Their pupils might often write compositions, etc., on these subjects.

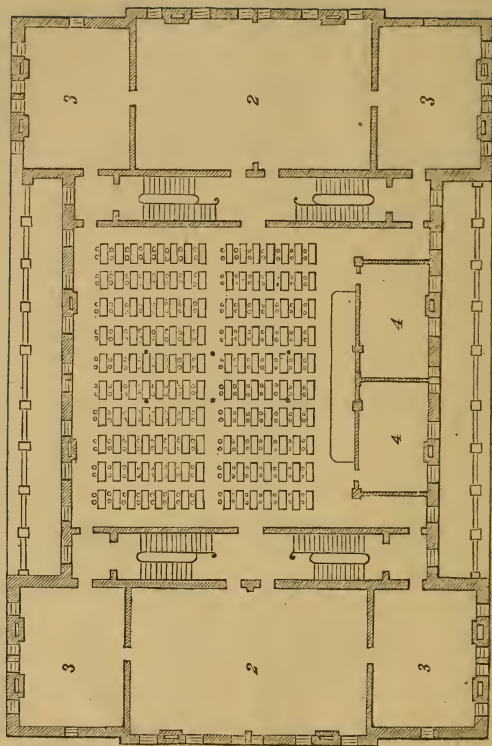
Why always revert to Greece and Rome? as if wisdom, and knowledge, and bravery died and were buried when their ‘glory departed’. Our fathers were wiser, and better, and braver than Greeks and Romans ever were. Let us assign all we can some specific work to do. Then the groundless charge will not be preferred against us that has been lodged, no doubt unjustly, against some other Associations, that they are gotten up to ‘glorify’ a certain clique, to the exclusion of all the rest. Let us not say that this matter belongs to the ‘Historical Society’. Let us have a Historical Society within our own body. *I would have a Historical Society in every School. Make the School-house what the busy world on a larger scale is, barring the evil as much as possible.* May the North and the South continue united—firm and immovable as the everlasting hills—in the great and glorious cause of common education. “May our hearts and sympathies go out to our brethren in every direction, until the Garden City, sitting gracefully upon the lake, shall rejoice in the magnificent destiny which awaits the infant Cairo, now rising at the confluence of the beautiful rivers, until all of us—teachers especially—North, South, East, West



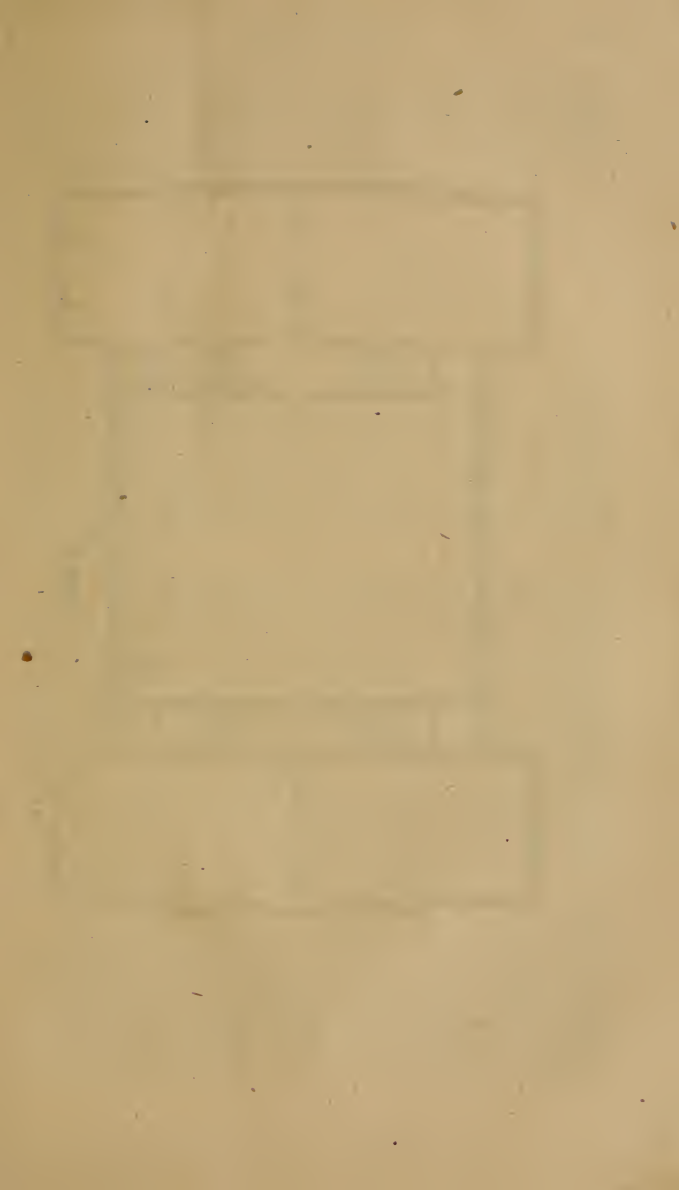


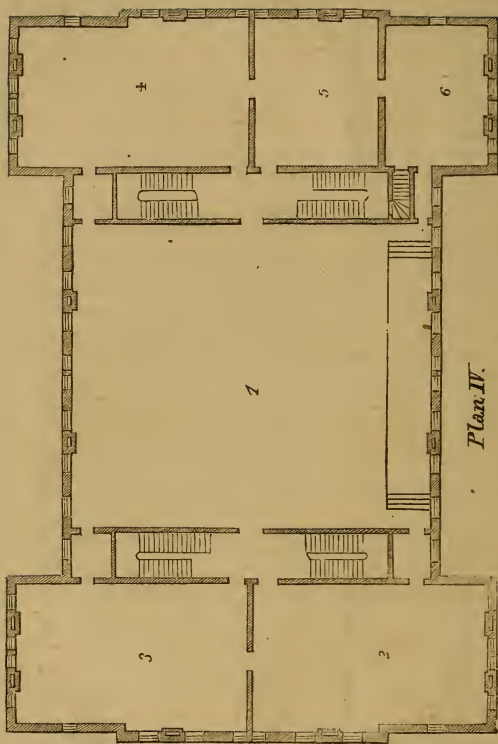






Plan III.





and centre, shall feel that our people are truly 'the Illini—the men—the noble, manly, educated, perfect men', physically, intellectually, morally. (I wish every teacher would read and re-read the "Address of the League on Industrial Education," p. 400 Transactions of Illinois State Agricultural Society, vol. 1, 1853-4.) W. S. P.

STATE NORMAL UNIVERSITY.

THIS Institution owes its existence to a deep-seated conviction of the want of more well-instructed teachers for the free schools of Illinois. The question of establishing a school of some kind to supply this want had been discussed by the leading educators of the State for several years; but the project of establishing a distinct and separate Normal School first assumed a definite form at the last meeting of the State Teachers' Association, at Chicago. This body was a prime mover in the enterprise. The President, in his report, thus brings the subject before that body:

More and better-educated teachers are needed, and the question is forced upon us, How can they be supplied? Shall they be imported from other States? The scheme is impracticable, impolitic. Shall they be manufactured at home? There seems to be no valid objection to this proposition. We have excellent material: it needs only to be sought out and fashioned to its uses. But how shall this be done? Can individual effort do it? Can private institutions supply the demand? They may to a limited extent; but it is more than questionable whether such means alone should be relied on. It is certain they have not yet furnished qualified teachers for even a small portion of the schools of the State, and it is probable they never can supply teachers enough; while it is almost certain that they can not and will not exact a high standard for those they do furnish. The interests of our schools are too momentous to be imperiled by untaught teachers. Upon a question, then, of such vital moment to our system of free schools as the education of its teachers, should individual effort or private institutions be trusted? Has not the State something to do in this matter? We are forced to the conclusion that she has, and that it is her policy no less than duty to establish a Normal School for the education of teachers. The noble State of Illinois, with exhaustless resources, is yet too poor to afford to do without such an institution.

After a protracted debate, a resolution unanimously prevailed asking the Legislature to make an appropriation for the establishment and maintenance of a Normal School, and Messrs. WRIGHT, WILKINS and ESTABROOK were directed to lay the subject before the Legislature on behalf of the Association. The State Superintendent of Public Instruction was also a prime mover, and in his Report to the Legislature recommended the establishment of such a school, and aided the project by his presence and influence. Mr. POWELL the new Superintendent, la-

bored heartily for the enterprise. These gentlemen were met by a liberal spirit on the part of both Houses, especially the Educational Committees; and an act was drafted, discussed and passed, establishing and endowing a NORMAL UNIVERSITY, and creating a State Board of Education, under whose control it should go into operation.

The act provides that the avails of the Seminary and University funds shall be appropriated for the *support* of the Institution, but no part thereof can be used in purchasing sites or erecting buildings. It was rightly judged that these essentials would be gratuitously provided by any city or county where the school should be located, and that there would probably be an exciting contest to see which should have the pleasure of giving to the State a hundred thousand dollars as an equivalent for the location. The Board were instructed to locate the University in that city or town, accessible, and not otherwise objectionable, which should offer the greatest donation. It was understood that the central portions of the State were 'accessible', and there competition ran high. At first almost every enterprising town in the interior took the initiatory steps toward making a bid; but some time before the day for opening the proposals, it was whispered round that Bloomington and Peoria were ahead of all competitors. Most of the smaller towns declined to submit their proposals, and the contest virtually lay between the two cities. The Board of Education, in a body, visited these points and examined the sites offered. The site at Bloomington consisted in two tracts of rolling prairie, one of 56, the other of 104 acres, connected by a narrow neck and lying about a mile and a half north of the city, near the junction of the railroads. The site at Peoria consisted of fifteen acres of land lying on the bluff, just back of and overlooking the city, and affording, doubtless, the most varied prospect in the State. From it the eye grasped at one view both city and country, bluff and prairie, woodland and plain, river and railroad, steamboat and engine, and the beautiful expansion of the Illinois known as Peoria Lake.

Upon opening the bids, it was found that Peoria had offered in the aggregate, including the estimated value of the site, over \$80,000; and that Bloomington had offered in the aggregate, including the estimated value of the site, over \$140,000. McLean county, by an appropriation of \$70,000 from her swamp-land fund, enabled Bloomington thus to outstrip her rival, and it was facetiously remarked by some one at the time that McLean had *swamped* Peoria.

The Institution was, of course, located at Bloomington; but both places, together with two or three others—Batavia and Washington—which bid as liberally in proportion to their means, are entitled to very great credit. They manifested a spirit in favor of this enterprise which took the whole State by surprise, and has received honorable mention in almost every sister State in the Union. Where a single county donates \$140,000, or even \$80,000, for the purpose of securing the location of a Normal School within its limits, there must be a healthy appreciation of such an institution worthy of all commendation.

The contest for the location of the Institution having been put to rest, and the amount of money placed at the disposal of the Board for

the purpose of erecting an edifice having been ascertained, the next question to be determined was the *plan* of said edifice. To secure reliable information on this subject, Messrs. REX and HOVEY were instructed to visit the various Normal Schools of the East and Canada, collect facts, and report at a future meeting. They submitted their report. But, meanwhile, Mr. C. E. HOVEY, of Peoria, having been elected Principal, and G. P. RANDALL, Esq., of Chicago, Architect, the whole subject was referred to them, with instructions to devise suitable plans for a building large enough to accommodate from three to five hundred students. The plan which they reported, and of which a lithograph appears in this number of the *Teacher*, was adopted. The builders in the State were invited to submit estimates for the erection of the edifice. The contract was finally awarded to Messrs. MORTIMER AND LOBURG and Mr. J. H. SOPER, of Chicago, for the sum of \$83,000. It is to be completed on or before the first day of September, 1858.

The site of the University lies in the obtuse angle formed by the junction of the Illinois Central Railroad with the Chicago, Alton and St. Louis Railroad, on a gentle swell in nearly the centre of the fifty-six-acre field which is one division of the 160 acres donated for that purpose. The traveler will have a fine view of the grounds and edifice from both railroads and for a considerable distance. The building will be three stories high exclusive of basement, 156 feet long, 100 feet wide, and the top of the spire 156 feet from the ground. The basement walls will be of stone; above that cherry-red pressed brick. The rooms in the basement are 11 feet high in the clear, and nearly all above ground.

In this story (*Plan I*) are the Janitor's house (1), consisting of a parlor, kitchen, cellar, three bed-rooms, etc.; storage room (2); laboratory (3); chemical-lecture room (4); boys' play-room for Model School (5); boiler or furnace rooms (6); girls' play-room for Model School (7); corridor (8); filtering cisterns (9); and stairways (10).

In the principal story (*Plan II*), 15 feet high in the clear, are the Principal's room, 30ft. \times 22ft. 6in. (1); the reception room, 31ft. 6in. \times 27ft. (2); book and apparatus room, 31ft. 6in. \times 27ft. (3); teachers' retiring room, 30ft. \times 22ft. 6in. (4); gentlemen's wardrobe, 32ft. \times 19ft. 9in. (5); masters' wardrobe for Model School, 32ft. \times 10ft. 2in. (6); Model-School rooms, 32 \times 32ft. and 25ft. 6in. \times 37ft. 6in. (7); misses' wardrobe for Model School, 32ft. \times 10ft. 2in. (8); corridors (9); and stairways (10).

In the second story (*Plan III*), 16 feet high in the clear, are the Normal-School room, 60 \times 66ft. (1); two lecture rooms, 51 \times 32ft. (2); four class rooms, 30 \times 23ft. (3); two class rooms, 27 \times 15ft. (4); and the stairways (5).

In the third story (*Plan IV*), 20 feet high in the clear, are the Normal Hall, 65 \times 75ft. (1); library, 32ft. 4in. \times 48ft. 6in. (2); museum, 32ft. 4in. \times 48ft. 6in. (3); gallery of painting and statuary, 32ft. 4in. \times 48ft. 6in. (4); music room, 32 \times 25ft. (5); and an ante-room, 32ft. 4in. \times 22ft. 4in. (6).

The building is intended to accommodate three hundred Normal

students and two hundred Model-School pupils; but by using Normal Hall for a school-room the number of Normal students which it will accommodate may be doubled. The building is to be heated by steam.

MESSRS. TALLCOTT AND SHERWOOD, of Chicago, agents for the celebrated Boston School Furniture, manufactured by JOSEPH L. ROSS, Esq., supply the seats, desks, book-cases, etc., and also a set of HOLBROOK'S School Apparatus. A clock costing some eight hundred dollars and a bell weighing some eight hundred pounds will grace the cupola, and the roof and dome will be covered with tin.

Such is a sketch of the Normal University of Illinois up to the present time.

Rooms for the temporary use of the schools have been procured, and the first term begins on the fifth instant. Each county in the State, and each Representative District, is entitled to gratuitous instruction for one student, to be selected by the School Commissioner and the County Judges or Board of Supervisors, as the case may be. Young men 17 years old and upward, and young women 16 years old and upward, desirous of entering the University to prepare for teaching, must apply to the School Commissioner of the county in which they reside, be examined by him in presence of the County Judges or Supervisors, or some one of them appointed for that purpose, and from the number found qualified a selection is made by lot. The Board of Education fix the standard of qualification for admission, and may also admit additional students from any part of the State, if the condition of the school will permit. The Faculty at present consists of

CHAS. E. HOVEY, Principal.

IRA MOORE,
DANIEL GOODWIN, } Assistants.

C. M. CADY, Teacher of Vocal Music.

MARY BROOKS, Teacher in Model School.

The course of study will consist—

(1.) Of a thorough mastery of the elementary or common-school branches, including teaching and drill exercises.

(2.) Of lectures on education and educational systems, the theory and practice of teaching, school discipline, the school laws of Illinois, and kindred subjects.

(3.) Of a course in the higher English and mathematical studies, and in the natural sciences, especially agricultural chemistry, for those who on examination are found fitted for it.

(4.) Of a classical course, particularly in the Latin and German languages.

A SMART UNCLE.—“You can do any thing if you only have patience,” said an old uncle who had made a fortune to a nephew who had nearly spent one; water may be carried in a sieve if you can only wait.” “How long?” asked the spendthrift, who was impatient for the old man's obituary. “Till it freezes!” was the cool reply.

EDITORS' TABLE.

UNITED STATES TEACHERS' CONVENTION.—This body convened at the Athenæum building in Philadelphia, August 24, and formed a National Teachers' Association. Our State was represented by Mr. J. W. BARRETT, of Lee Centre, and Mr. D. WILKINS, of Bloomington. After an interesting session, the Association adjourned, to meet in Cincinnati, August, 1858.

Mr. RICHARDS, of Washington, D. C., was chosen President, and J. P. WICKERSHAM, of Millersburg, Pa., Secretary. We have not room for the address of Prof. RUSSELL, of Massachusetts, this number.

NOTA BENE.—The Editor's post-office address is now 'Bloomington, Ill.'; but all communications or letters relating to the *Teacher* should be addressed, as heretofore, 'Illinois Teacher', Peoria, Illinois.

CIRCULARS.—We have received circulars announcing the commencement of Franklin Grove High School, and Lee Centre Academy—the former under the principalship of Mr. THOMAS SCOTT, and the latter of Mr. H. C. NASH.

STUDENTS' REPOSITORY.—The first number of this quarterly, published by the students of Peoria High School, and edited by the Principal, is now running through the press of Messrs. NASON AND HILL. Judging from what we have seen of the advance sheets, there is a rare treat in store for the little folks, and we are not quite sure but children of an older growth will be permitted to share; if so, we speak for at least a dozen copies.

CANDIDATE.—J. G. MCMYNN, Esq., Principal of Racine High School, is a candidate for the office of Superintendent of Public Instruction for Wisconsin.

SALARY.—The salary of the Superintendent of Public Schools, Chicago, has just been increased to \$2,500 per annum.

DID ROGER WILLIAMS LIVE FOR NOTHING?—Will the *R. I. Schoolmaster* answer? *Vide sequentem*:

A Connecticut schoolmaster asked a lad from Newport, "How many Gods are there?" The boy, after scratching his head some time, replied: "I don't know how many you have in Connecticut, but we have none in Rhode Island."

KNOX COLLEGE.—We learn that the difficulties which for some time threatened calamity to Knox College have been temporarily settled. President BLANCHARD continues, and Professor BAILEY takes the place of Professor GALE.

BUREAU COUNTY.—From the proceedings of a meeting held in Princeton, at the instance of C. P. ALLEN, Esq., the new School Commissioner, we learn that a Teachers' Institute will be held at Princeton, commencing Oct. 5th. H. P. F. writes—

The teachers of Bureau county have heard the call and commenced the march. With Commissioner ALLEN for our Captain we feel confident that success will crown our efforts. We have taken the preliminary step to have an Institute in Bureau county this fall. We are bound to have one. We do not know who nor what we have for teachers in this county, but are going to get them together and find out. If we find them 'all right' we will bid them 'God speed', if not we will endeavor to make them right.

MR. EDITOR: I am the successor of the 'venerable Father CHURCH', spoken of in your March number by 'D. W.' Yes, he is fallen; and I greatly fear that we shall not soon possess an incumbent of that office who will feel so deep and abiding an interest in the welfare of our noble system of free schools as he did, and one who can and will devote so much time to the discharge of the various duties devolving upon him.

Dr. J. A. SEWALL, the former Principal in our Union School, has left us, and the business of teaching, in consequence of failing health. His place is filled by H. P. FARWELL, of the New York Normal School, who is likewise a good teacher, and fully maintains the reputation of our Union School. In fact, such is its growing interest and prosperity that we are about building another house, to be used as a branch of the Union School, in order to satisfy the increasing demands upon it.

We are taking the necessary measures to bring about a Teachers' Institute here this fall, which is greatly needed. As many of our teachers have never enjoyed the advantages of either a Teachers' Institute or a Normal School, and their attendance upon a good Institute for one week would greatly benefit them, imparting new ideas respecting their duties, mode of teaching, government, etc., perhaps the faltering ambition of some would be stimulated and strengthened, their zeal warmed and increased, and great good generally done. Hoping to become better acquainted, I am

Yours truly,

C. P. ALLEN.

PRIZE ESSAY.—The prize for the best Essay on the Condition and Necessities of the Common Schools of Illinois has been awarded. The Essay will appear next month.

MARRIAGES.—We are unable to announce officially the marriage of one other of our Corresponding Editors this month, although it is reported that Mr. MOORE has committed wedlock. There are but few left. Who comes next?

MARSHALL COUNTY TEACHERS' INSTITUTE closed a most interesting session on the fifth of September. More than sixty teachers' names were enrolled, and the utmost harmony and good feeling prevailed. There was no spirit of constraint or pedagogic dogmatism, too often witnessed on such occasions. Every one seemed to be willing to be instructed and to instruct as far as able. And then the outgushing of generous feeling was enough of itself to invest the meeting with a special interest. There was no *waiting* for formal introductions; but teacher met and hailed teacher as a brother. There was no *stranger*, in the ordinary sense of the term, present; the assembly was a complete circle of friends bound together in a common cause, and assembled for a common aim.

On Wednesday afternoon the Institute adjourned to a grove, where the flow of fun and feeling had free scope. A delicious feast of melons, cut in the most *substantial* and fantastic slices and squares, and spread upon the greenest of knolls, did not detract from the social interest of the meeting.

On the whole, it was a most happy and profitable season. Hearts were warmed and minds reached; a circle was completed in the educational movement of Marshall county which will widen for many a day; and we venture to say that those who attended the Institute of 1857 will not be backward in attending others.

A few such Institutes, in every county in the State, would do for teachers and teaching a glorious work. c.

SCHOOL AMUSEMENTS. By N. W. T. ROOT. New York: A. S. BARNES & Co.

The work just issued, bearing the above title, occupies a new field and promises to be of service. It is specially adapted to assist teachers who think their calling dull, or are satisfied to pursue the old-fashioned routine; and also to the young and inexperienced.

INTRODUCTION TO MONTEITH'S MANUAL OF GEOGRAPHY. New York: A. S. BARNES & Co.

Hardly a subject is taught in our schools more skillessly than geography; but teachers are seeking a more excellent way, and publishers are revising books already published and publishing new ones to meet the want which this state of things creates. The little work before us is one of the most recent issues, and we judge meritorious.

GREENLEAF'S HIGHER ARITHMETIC. Boston: ROBERT S. DAVIS & Co.

This is a revised and enlarged edition of the National Arithmetic, which New England teachers are as familiar with as the alphabet. It is a popular and valuable treatise.

THE NORMAL, published monthly. This periodical, by A. HOLBROOK, of the

South-western Normal School, Ohio, includes the outlines, technicalities, explanations, definitions, and methods introductory and peculiar to each branch taught in the school. The initial number is well executed.

THE MEMENTO—We are glad to learn is rapidly securing a large list of subscribers. It is the most attractive Odd-Fellows' Magazine in the country.

TEACHERS' INSTITUTES will be held as follows:

Whiteside County	at	Eric	Sept. 28	1 week.
Will County	at	Joliet	Oct. 5.	2 weeks.
Lee County	at	Lee Centre.....	Nov. 16	1 week.
Bureau County	at	Princeton	Oct. 5	1 week.
Champaign County	at	Urbana	Sept. 28	1 week.
Fulton County	at	Canton	Sept. 28	1 week.
Knox County	at	Oncida	Sept. 29	1 week.
Schuyler County	at	Rushville	Sept. 21	1 week.
Randolph County	at	Sparta	Oct. 7	1 week.
Putnam County	at	Granville	Oct. 19	1 week.

THE VENTILATION OF THE NEW HALLS OF CONGRESS.—The mode of ventilating the two new Halls of Congress is to be as follows: A column of air previously passed through hot-water pipes in winter, and through jets of ice-water in summer, is to be forced by means of a large fan, worked by steam, up a hollow shaft to the space between the roof and ceiling, through the latter of which, being thoroughly perforated, it will gain admission into the room, and displace the vitiated air through the apertures in the base of the walls.

This theory of ventilation is original with Capt. MEIGS, and as yet untested, and doubts have been expressed by scientific men of its practicability. However, if it should be found impracticable to introduce the fresh air from the top of the room, the ventilating apparatus will be so arranged as to introduce it from the bottom, without any material alteration or additional expense.

We find the following receipts for making blackboards in an exchange, and very gladly transfer them to our columns:

COMPOSITION BLACK-BOARD.—For twenty square yards of wall, take three pecks of mason's putty (white finish), three pecks of clean fine sand, three pecks of ground plaster, and three pounds of lamp-black, mixed with three gallons of alcohol. Lay the mixture evenly and smoothly on the surface to be covered. *Note.*—The alcohol and lamp-black must be well mixed together before they are mixed with the other ingredients.

Another.—To 100 lbs. of common mortar, add 25 lbs. of calcined plaster; to this add twelve papers, of the largest size, of lamp-black. This is to be put on as a skim coat, one-sixth of an inch thick on rough plastering, after it has been thoroughly raked and prepared. This should be covered with a coat of paint, made in the following manner: To one quart of spirits add one gill of boiled oil; to this add one of the largest papers of lamp-black, after it has been thoroughly mixed with spirits. To this add one pound of the finest flour of emery. This paint may be also put on boards or canvas. This should be constantly stirred when used, to prevent the emery from settling. If too much oil, or if any varnish be used, the board will become more or less glazed, and unfit for use. Some prefer to have the board behind the teacher green or bronze, which is more grateful to the eye. This can be done by using chrome green instead of lamp-black. None but the very finest flour of emery should be used. Some prefer pulverized pumice-stone to emery.

THE First session of the State Normal University will commence at Bloomington on Monday, the fifth day of October next. Candidates for admission are required —

(1.) To be, if males, not less than 17, and if females not less than 16, years of age.

(2.) To produce a certificate of good moral character, signed by some responsible person.

(3.) To sign a declaration of their intention to devote themselves to school-teaching in this State.

(4.) To pass a satisfactory examination, before the proper officers, in Reading, Spelling, Writing, Arithmetic, Geography, and the elements of English Grammar.

Tuition and text-books will be free to all students appointed under the following provision of the statute :

§ 7. Each county in the State shall be entitled to gratuitous instruction for one pupil in said Normal University, and each Representative district shall be entitled to gratuitous instruction for a number of pupils equal to the number of Representatives in said district, to be chosen in the following manner: The School Commissioner in each county shall receive and register the names of all applicants for admission to said Normal University, and shall present the same to the County Court; or, in counties acting under township organization, to the Board of Supervisors; which said County Court or Board of Supervisors, as the case may be, shall, together with the School Commissioner, examine all applicants so presented in such manner as the Board of Education may direct, and from the number of such as shall be found to possess the requisite qualifications such pupils shall be selected by lot; and in Representative districts composed of more than one county the School Commissioner and County Judge, or School Commissioner and Chairman of the Board of Supervisors in counties acting under township organization, as the case may be, of the several counties composing such representative districts, shall meet at the Clerk's office of the County Court of the oldest county, and from the applicants so presented to the County Court or Board of Supervisors of the several counties represented, and found to possess the requisite qualifications, shall select by lot the number of pupils to which said district is entitled. The Board of Education shall have discretionary power, if any candidate does not sign and file with the Secretary of the Board a declaration that he or she will teach in the public schools within the State in case that engagements can be secured by reasonable efforts, to require such candidate to provide for the payment of such fees for tuition as the Board may prescribe.

In conformity with the above, application for admission to the school should be made to the County School Commissioners, and the fifteenth of September is suggested as the day for the examination of applicants. Of course, the officers having this matter in charge can appoint any other time they see fit.

All students not provided for by statute will be charged tuition.

Students are expected to be present on the first day of the session.

It is presumed that board will be furnished the students by the citizens of Bloomington at moderate rates.

For further particulars address

CHAS. E. HOVEY,
President State Normal University.



BLOOMINGTON, July, 1857.

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The fifth number of this highly interesting scholastic Journal will be issued on the 1st of July. It embraces in its scope the whole range of Intellectual, Moral and Physical Education. Each number contains reviews and notices of educational works, school apparatus, etc. Every teacher should have it. Price 50 cents per year; 3 copies, \$1; 10 copies \$3. Post-office stamps received in payment. Address

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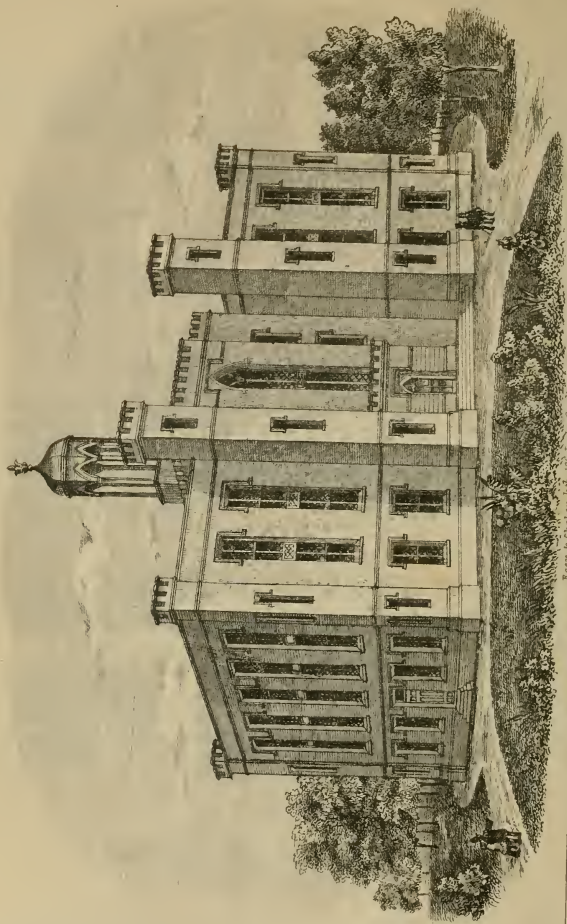
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KNOX COLLEGE
Galesburgh, Ill.

ILLINOIS TEACHER.

VOL. III.

NOVEMBER, 1857.

No. 11.

PRIZE ESSAY.

THE CONDITION AND NECESSITIES OF THE COMMON SCHOOLS OF ILLINOIS.

BY C. C. HOAGLAND.

OUR sister States are waking up to the consideration of their vital interests in the more general diffusion of useful knowledge, and of the principles of sound morality and patriotism, among the great mass of the people. One after another, they are constituting, for the accomplishment of this object, distinct bodies of men, and appointing the proper individuals as official organs and agents, to devote to these mighty concerns their entire time and talents. Illinois should be anxious to know where she stands in this onward march of intellect. She ought to know, and that speedily, the actual condition of her schools. It is due to her dignity and her welfare to know it. If her schools are in a sound and flourishing condition; if the system she has adopted is wisely adapted to this end; if her improvements and processes are equal or superior to those long used elsewhere, then she ought to know it, that she may adhere to these processes and push them forward with greater pertinacity and vigor.

But she can not know this without a faithful inquiry into the state of her schools; and no such inquiry has been thoroughly and satisfactorily made. There has been no efficient instrumentality for making it. The reports required to be made by subordinate officers to the State Superintendent have been very imperfect, and have not in any degree answered the end proposed, viz., to place before the people of the State a true statement of the condition of the schools. And no organization other than such an one as will result in having an appropriate individual devoted to this inquiry, acting under the direction of the State and under a Board of Education, will ever effect this important object.

If the result of such an inquiry should be that, with all the acknowledged and numerous benefits resulting from it, our system of common schools is susceptible of modifications and improvements, that there are some evils in its practical operations to be remedied, and that now is the propitious time to attend to it, no one will regret that such an inquiry should be made. We might hope to arrive at a knowledge of the facts of the case. Facts are what we want, and the sooner we can procure them, the sooner we shall be able to carry forward with efficiency and success our present or a modified system of common-school instruction.

Since the State has not authorized or appointed such an inquiry, I rejoice that it has been started by the Association of Teachers of the State; and though, through this instrumentality, and from want of proper documents, the investigation must be very brief and necessarily imperfect, yet, as a step in the right direction, and hoping it may provoke the State to take it up and pursue it effectually, every one will be glad that the Association has sanctioned the measure.

Let us, then, devote a few minutes to a view of the present aspect and surroundings of the schools of the State. We find them under the legislative supervision of "An Act to Establish and Maintain a System of Free Schools," drawn out through forty pages of a closely-printed law, in ninety-eight sections, some of which are as large as an act of incorporation, prescribing a cumbrous machinery, difficult to be understood, and hardly acquired by those who give their time and attention to its study during the continuance of their two-years term of office, and almost sure to be disturbed and overturned by hasty and ill-advised legislation, crowded into the tumultuous scramble of a forty-days biennial session.

We find a Superintendent of Public Instruction, whose duty it is to keep within his office, file papers and documents, counsel and advise with five thousand teachers, if they ask it, supervise (with a telescope) all the common and public schools of the State, advise and assist school commissioners, write circular letters upon topics concerning which he must have supernatural knowledge—for he must obtain it all in his office—etc., all of which and much more he must do *himself*, not even allowed the aid of a clerk, unless he pays him out of his own too-meagre salary of fifteen hundred dollars.

We find a School Commissioner for each county, whose duties, though specifically defined and extensive, usually result in a care of the funds, while the visiting supervision of the schools, for which the office should be mainly established, is overlooked or neglected, and since the last Legislature retracted the small compensation allowed for that duty, it will be more entirely neglected, for it is not reasonable that men in the cause of education, any more than in the cause of agriculture, should, for the advantage of their fellow citizens, work for nothing and find themselves.

The trustees of schools for townships, and directors for districts, follow next in order, required to devote many days of labor and anxiety to the study and practice of the law, constantly changing, for which

they hardly receive the thanks of their fellow citizens, and are hence glad to get out of the office after one year's service. The rendering of the law of their offices on the part of these officials is often as amusing as it is diverse the one from the other, all tending to make confusion worse confounded, and to bring into disrepute all law and regulation of the matter. The examination and qualification of teachers is to be judged of by the School Commissioner, usually, or often, selected for his political availability, or his skill in keeping accounts; rarely for his interest in his work, or his knowledge or fitness therefor. Consequently the teacher is selected by the directors, bargained with at the lowest rates, engaged for a single term, and sent to the commissioner for his authorization, with an intimation that he or she *will do* for our school, which is small, and but little advanced (and likely to be but little more); and the commissioner, perceiving that this license must be granted or the school-house shut up, signs the license, and the teacher is authorized. Now authorized to open a school which is to answer the requirements of the law in being kept open at least six months in the year, he surveys with a sinking heart the house and its appurtenances, wherein and with which he is expected to work miracles. He understands that his term is only for three months; for a female, by a monstrous perversion of public opinion, can be had next summer for *less wages*, and his unpunctual, irregular and diversified subjects must be reduced to habits of order, propriety, study, and morals in a brief space. As he looks at the magnitude of the work to be accomplished in the limited time and amid the multiplied discouragements of his position, is it any wonder that he settles down into a school-keeper of so many hours a day and so many days in a week, unanimated by the interested visits of directors or parents, and left to 'finish his journey alone', or that he is glad when the time for his migration arrives, in the hope that in his next engagement he may find that desirable but almost unattainable band of men, a Board of Directors who know their duty and who do it, who encourage his heart and strengthen his hands, and cheer him in his efforts, and applaud him in his success?

One other aspect of the teacher's position should not be overlooked here, as of the highest importance to him and his work. If his heart is in the work, he looks around among his fellows and co-workers for counsel, sympathy and encouragement, but finds no township gathering of teachers for mutual help and countenance, no county organization through which in combined effort they can make themselves heard and felt in the community, and only afar off, almost in the year's distance, a State Association, which in limited time affords only opportunity to become acquainted with a few of the leading spirits of the work, to hear their glowing accounts of what is done elsewhere, to be buoyed up with hope that some day it may be his happy lot to be intimately associated with some such, and to work together with them in the up-building of a cause in which his heart is deeply engaged, but in which he is discouraged because he accomplishes so little.

I say nothing here about the limited compensation allowed once in six months, *by law*, to the school-teacher. In very many instances he

has received all his labor is worth, and when he makes himself worthy of more, he is generally invited to come up higher.

Nor can I more than allude to the fact that if the above condition of the schools is somewhat modified in large cities and villages, there is in a majority of them great room for improvement in the gradation and whole management of their schools. But cities bear a very small proportion to the whole number of juvenile inhabitants of our extended State, out of whom are to be made what the aborigines entitled themselves—'Illinois', that is, 'men'.

If such be allowed to be the true condition of the schools in Illinois, the question next arises, What is necessary to be done to make them what they ought to be—what can be done now, and what may be deferred?

It is unnecessary here to enlarge on the importance of popular education, and of elevating our common schools to the highest degree of excellence of which they are capable. Were I to begin on this theme, I should not know where to end. Its scope is commensurate with all that we hold dear in time and in eternity. It must be that the freemen of a State like this understand and appreciate its importance. It must be that as soon as the opportunity is afforded them they will show that they do, by sustaining and cheering those whom they themselves appoint to be their instruments in conducting such a glorious work to its completion. In such a confidence, I proceed to suggest what seem to me to be necessities of the case. And first—we need a Board of Education which should consist of at least as many as one from each congressional district, thus representing all the different parts of the State, and concentrating information from different sections and localities. To this board give the entire control of the educational machinery. Let them appoint a Secretary, who shall be their working man; give him at the very least one assistant for every fifteen counties. The Secretary and his assistants should visit each year every county within his district, to ascertain the actual condition of the schools and of popular education, with its various and deeply-interesting statistical details—to inspect the practical working of the system as it now is, and then to devise such modifications as the community, by comparing their opinions and views, may deem expedient to be recommended for future legislative action. County conventions should be held at suitable times and places—at least once a year—to keep before the people the needed information, and to hold up for examination and support the various measures adopted or recommended. The school officers of the towns and counties should be expected, and would attend those conventions—by which a vigorous impulse would be given to the cause of common-school instruction throughout the State; and its friends, by this interchange of sentiments and acquaintance with each other, will form new bonds of sympathy and channels of united effort in promoting its success. It will be good and pleasant for the citizens of one republic thus to come together for an object so dear to them all, to feel conscious of the equality of freemen—to reciprocate the most kindly feelings, to find that they have a common interest—to provide for the improvement in

knowledge, in usefulness, and in piety, of the thousands of children and youth who are soon to take the places of their fathers; to forget the distinctions of party and of sect, and to invoke the blessing of the Almighty upon their deliberations and doings.

The Secretary and his assistants should gather the teachers of a county together and bind them into a county association for mutual improvement — which should have at least quarterly meetings — and to these associations should be given, with proper guards, the right of admission to the honors and emoluments of their profession. It is simply ridiculous, and tolerated in no other profession or occupation in the world, that the examination for licensure to labor in a cause is given to outsiders, who too often know nothing and care less about a profession with which they are only associated as an overseer. Give the teachers the power to admit and exclude members of their profession, as we give to law, medicine, and theology.

The Secretary and his assistants should conduct and control a Teachers' Institute once a year in each county — and should have power to secure the attendance of teachers, at least so far as to make a certificate of licensure dependent upon such attendance. And these Institutes should be at the expense of the State, so far as to provide for the necessary cost, to at least one hundred dollars.

At these conventions, associations, and institutes, in their proper order, could come up discussions and information upon all the topics connected with building school-houses, furniture, apparatus, etc., and these, digested and arranged by the Secretary, would prepare the way for a commissioner to arrange and report to the Legislature a school-law more simple in its details, and less cumbrous in its movements.

We need a school-library in every district, and its provision not dependent upon the ill-guided parsimony of one or two rich men who can manage to control the popular vote, but placed there by the State — and increased every year by the State. It is idle to teach our children to read and to understand what they read, and then to leave them to pick up what they can to satisfy the cravings after knowledge.

We need more months than six of schooling enforced by law. It is mockery, and a wicked waste of time and money, to have so little time spent in school. Plans can be easily devised by which children can be brought into the schools and kept there if the schools are kept open longer than they are at present.

We need fewer officers in towns and counties to direct the schools. The duties of school trustees might just as well be confided to the financial officers of the towns; and one town superintendent, giving all the time necessary to it, would effectuate far more in the direction and supervision and visiting of schools than the three trustees and the fifteen or twenty times three directors who now nominally direct, but actually, in many cases, clog the operations of the districts.

The plan adopted in Pennsylvania is a good one, of having the school affairs of a town managed by six directors, in all its details of building and furnishing the school-houses, employing teachers, etc., and these directors elect once in two years a County Commissioner, and fix the amount

of his salary at such a sum as will justify him in devoting the time necessary to a complete supervision of the schools.

We need graded schools in every town — a high school centrally situated, to which all who are worthy by well-ascertained advancement should have free access, and wherein the higher and more perfect branches of English education might be accomplished.

And finally, we need now most of all a cultivator and director of public sentiment in relation to public schools by means of public familiar addresses in school-houses, and the circulation of periodicals. Every district should have the *Illinois Teacher* sent to it as the official organ of the Department of Instruction, and every teacher should be expected to take it as a matter of interest and duty, and read it and write for it, and make it the best of the kind in the whole Union — and so worthy of being taken and paid for.

The people are ready for a movement in this matter; nay, they are moving now, not always wisely nor in the right direction, but they will move strongly and fairly and with energy when they see clearly whereto their efforts tend. They want information — they ask for it — they will approve the action of the Legislature or the association which places that information within their reach.

I have said nothing of a class of better teachers, much talked about, and doubtless much needed, both of domestic manufacture and imported — because I think these necessities to which I have adverted will, without fail and promptly, furnish the necessary and the right kind of teachers. The establishment of a Normal University, already provided for by the munificence of the State, will do much toward creating a public sentiment on that point, more than it will toward supplying the demand which is sure to arise for its graduates. But the process of supply will be slow. We need many Normal Schools instead of one for Illinois — and meantime we must work to the best advantage with the means already in our reach. I have no great confidence in teachers' departments in academies and colleges — there are too few at their head who know how to teach.

I will only add one more necessity for the present, and that is, that the State Association should have in the field and under its direction an Agent of its own, distinct from the State, whose attention should be given to harmonizing and concentrating the efforts of the teachers as such — to promote the formation of county associations and teachers' institutes before the State gets ready to move therein — to facilitate and combine the energies of teachers toward establishing upon a firm and permanent basis the State Association, so that when it meets it may command and control public attention, and its influence be felt from one end of the State to the other, and in all its length and breadth. Thus and then shall we do what we can to perpetuate the *common schools of the Union* — words of great significance, and which lie at the foundation of the power and greatness of the whole Union. "There is music in the sound of these words," (once said Pres. KING, of Columbia College) "as there is magic in the working of the institution they describe; and we should be degenerate indeed if we failed to recall with honor, pride

and gratitude, what, in a far different and nobler sense than is attached to the phrase elsewhere, may be called the peculiar institution of the Eastern Hive.

“From feeble beginnings, the common schools of New England present a glorious progeny, of which the line will not fail, please God! even though, after stretching across the Alleghanies and the Rocky Mountains, it shall come to span the Pacific Seas! A glorious progeny; from which knowledge and morals and liberty and law issue, hand in hand, to put their girdle round the earth — not in fancy, like the tricky spirit of the immortal bard, but in solid benefits and substantial power. Common schools and universal suffrage, education and liberty, one and inseparable, now and for ever.”

The past is secure. Be it ours to take care of the present and guard the future, On the subject of common schools let there be no abatement of public interest — no departure from the vital principle, that without sound morals there is no safe nor useful education. Let us stand fast upon our national ways, and, throwing open wide the doors of knowledge, offer freely to all, of every nation and color and sect, the living waters, and bid them come and drink and live — live as beings created in the image of their Father and their God, and not as the beasts that perish — live as men, worthy of the name, the institutions and the country bequeathed to us by the great men that have gone before us.

O, DEAR, WHAT CAN THE MATTER BE.

O, dear, what can the matter be,
O, dear, what can the matter be,
O, dear, what can the matter be,
Parents do n't visit the school.

They visit the drill to see murderous sabres,
They visit the circus, they visit their neighbors,
They visit their flocks, and their servant who labors —
Now why do n't they visit the school.

O, dear, what can the matter be,
Parents do n't visit the school.
They care for their houses, they care for their dollars,
They care for their lodges and fancy fine collars,
But little do we think they care for their scholars,
Because they do n't visit the school.

O, dear, what can the matter be,
Parents do n't visit the school.
We know from hunger and cold we 're protected;
In knowledge and virtue our minds are directed,
But still we do think we are sadly neglected,
Because they do n't visit the school.

Selected.

THE PROSPECT.

“WATCHMAN, what of the night?”

“The morning cometh.”

AGES ago, while the dark folds of ‘night’ hung gloomily over all the fair land that now smiles upon us, the age-piercing eye of the prophet, looking far along down the avenues of time, saw them opening into a sunny, glorious land of peace and plenty. He raised his voice and began to sing, for his heart was glad. Just then, a friend, who had become disheartened and overcome by the dark clouds that obscured the horizon, and seemed to throw a stupor upon all around, hearing the encouraging voice of his friend, who was *on the look-out for signs of good*, said, “Watchman, what of the night?” With a clearer, sweeter voice, he quickly replied, “*The morning cometh.*” A huge burden, I have no doubt, fell from that oppressed friend, and he even, that moment, saw, or thought he saw, faint beamings of that morning light.

So much results from *watching for the good*. Indeed, to watch for it exerts no little influence in bringing good about. And they who watch, and wait, and *labor*, they are they who cheer the world’s heart by their glad voices, ever and anon proclaiming *a bright*, a glorious morning,

“Rising between the gulfy dells of night,
Like ‘sun-lit’ billows on a gloomy sea.”

They are they who keep the world’s heart sorrow-free, by pointing ever to a coming day of good—a day of general knowledge, intelligence and virtue; a day to be brought about by the active coöperation of *all the good and wise*; a day of intellectual splendor; opposed to the sickly glare of sensual glorying of former times; a day of *truthful* splendor, wide, investing all.

The Evidence.—Look at our present advantages for intellectual enjoyment, compared with the opportunities for the same a score of years ago. Say not, “Bravo, braggadocio!” but *look* at them, and see whether you feel any of the ‘*morning*’ coming in your own soul.

I felt this very sensibly a short time since, when Elder HITCHCOCK was relating an incident in his own life. He stated that some twenty years ago he and his wife came to Illinois with their small family. He came with the great ‘*good news*’, and took his stand, or rather *circulation*, on these *now* garden prairies, but *then* a real ‘howling wilderness’. He said that often himself and companion would talk of their future prospects, and, though all things seemed gloomy and dark, and their actions in some respects seemed to consign their precious loved children to ignorance and the rough life of the backwoods, yet they de-

terminated to proclaim for *ten years* the coming of the morning of peace, which was beaming upon themselves; for until that time their then small family would not *suffer for want* of educational privileges. They labored the ten years, and, lo! by that time the full day had begun to dawn all round them. The howl of the wilderness was changed to the song of mingled youth who frequented the halls of science. And to-day the light of that long-ago-foretold morning is beginning to glow intensely, in *all* parts of our happy land. And in nothing is there so much of good in that light—nay, indeed, that light itself consists in no one thing more than in the excellent and energetic systems of COMMON SCHOOLS that are established or establishing in all parts of the country.

The youth of to-day are but the flower of coming nations; and just in proportion as we endeavor to render every means favorable for the development of those flowers, so will the ripe fruit be.

Then, friends, of every part of our State, as the season for your large schools draws nigh, let us say, look to it that your houses are well repaired and furnished with all needful furniture to make yourselves comfortable there; for your children are but the more tender representatives of yourselves.

More than once has a young man, who had labored hard to earn money to educate himself, and who felt a *zeal to teach*, said to me: "Professor, there are great discouragements in the way of the teacher; I feel inclined to abandon my purpose of teaching and devote myself to some other calling, *in which the people have a deeper interest*; for I love to labor at something in which I can have the sympathy of my fellow men, and for the teacher's labors there are but little thanks and often less money."

What is to be said to such a person? Will it do to laugh at his discouragements? Never; for they are real. And yet, will it do to say: Go at something else, and let the minds go untaught; let education take care of itself? This will never do. But, friends, let all who have the charge of the matter in the districts see to it soon that *competent* persons are secured to teach their schools, and that those persons are not left to accomplish every thing without coöperation. Let them be considered as the chief assistants in this work—the directors and others being always ready to consult and suggest improvements and help.

Look abroad over the country. The neighborhood that sustains a regular and thorough school, where the teacher can make it justify him to take up his residence and abide, there is intelligence, and there accumulates wealth and all the concomitant blessings of a good society.

These are the efforts that are to make the day dawn on our country, that are to accomplish the highest good of any people, socially; and from these efforts will flow out naturally all the religious and civil blessings that will adorn and honor any people.

FRIEND TEACHERS, do not despair in this work; you have hold of the lever that may upward move, or downward hurl, a world; handle it with caution, and be glad that you hold so great a trust. Your honor

in its skillful use is becoming known and acknowledged, and remuneration for your labors is becoming more liberal. Prepare for the *highest degree* of usefulness in your noble calling, and then with a merry heart go forth to labor and rejoice in the opening of enlightened mind.

W. S. POPE.

ROCK RIVER SEMINARY, Sept. 16, 1857.

“LOOK STRAIGHT IN MY EYES.”

WE know an earnest mother who never attempts to make an impression on the minds of her little ones without directing them ‘to look straight in her eyes’, when she is about to say what she wishes them to understand and remember. The pouting lip, the visage wrinkled with anger, usually vanish before her searching look; and if the veracity of the child is doubted, when brought eye to eye it is no easy matter for the little guilty one to look steadfastly into that mother’s eye and stand firm to a falsehood. But the more common purpose to be effected is to gain the entire attention, in order to make a lasting impression upon the mind. No subject is more important in the teacher’s entire vocation than this securing the undivided attention of the pupil. Its necessity will be obvious to any intelligent mind, on a moment’s reflection; but long experience tends more and more to bring out, in bold relief, its real value in the child’s improvement. We have seen a teacher laboring hard to explain to a class a difficult point in the lesson, while one member was trying his agility to catch a fly, which had rashly ventured within his reach; another was bending a pin to hook his neighbor’s trowsers, as if to nab a whale; another was balancing a pencil on his forefinger; and a fourth was chalking his neighbor’s back. A teacher must have rare skill to be able to make instruction profitable under such circumstances.

Whether in teaching the branches of *study*, or obedience to rules pertaining to *order*, it is indispensable that the teacher require the pupil to ‘look him straight in the eyes’. It is deemed a breach of etiquette by many that a person should not look the individual addressing him in the eye while speaking. It should invariably be deemed a breach of good order, of respect to the teacher, and a violation of the rights of a class, for any member not to give entire, undivided attention to the pupil who is reciting, or to the teacher while explaining a point or process to the class. Let this be done, and there will be no time for trifling or improprieties during a recitation hour.

But hark! I seem to hear an objector among the pupils say: “I’ve got the lesson; I know it all.” That is very well, THOMAS. I am glad to hear it. But can’t your teacher present the subject in some

aspect so as to give you a clearer idea? If you have such a teacher as you ought to have, although you are the best scholar in the class, 'you may learn something to your advantage' by listening to your teacher. At least, it must be a gratification to know as much as your teacher, even if you find you can not learn any thing new.

But to an inquiring mind, full of zeal in search for knowledge of every kind, it should be a field worthy of cultivation to trace the operations of the different minds in the class, on the same lesson. While you have been soaring over it like an eagle, your class-mate JOHN, over there, has been groping along like a blind man by a wall; or you and he are like the cat and tortoise in a race. See there, how *impatience* blinds the perceptive faculties of WILL GOAHEAD; how a blunder cheats JIM CARELESS out of success; how TIM TRIFLER 'can't see into his lesson at all', because he is after 'small potatoes over there'. Thus you may learn to appreciate your own high position, and receive stimulus to avoid their errors, and rise still higher.

Such knowledge is called the knowledge of human nature—the very best foundation and acquisition for a business man.

But to return to the teacher. You can not be too particular, both in *study* and *recitation hours*, to keep the pupil's mind fixed attentively on *one thing* for the time assigned. To prevent play, whispering, etc., is not enough. Occupation of the mind, study, investigating, earnest application of the mind to study, is the very least that can be required. When this has been accomplished for a given time, let there be relaxation, amusement, or entertainment, even, if you please.

Little children must be taught this habit of attention while their minds are peculiarly susceptible. But their endurance is small, and they must not be taxed for a great length of time at once. Still, they should be exercised according to their strength, and thus their strength will rapidly increase.

There are many ways of making the pupil 'look straight into the teacher's eyes', or, in other words, of giving entire and undivided attention to any object or duty.

1. Every scholar should have something to do during every hour of the day, and should be required to do it *in* that hour. *Study hours* should *be* study hours, nor should the teacher be indifferent whether they are strictly observed or not. If the teacher is indifferent, the pupils certainly will be, and almost unblamably so.

In recitation hour, let it be a fixed law in your class that each pupil shall devote his whole attention to the explanation of the teacher, or the recitations of the other members of the class.

Never, under any pretense whatever, allow play-things, indeed *any thing*, to be brought into the class, except what is to be used in the recitation, legitimately belonging to it. In short, let every scholar feel that the exercises of a recitation are enough to tax all his powers; especially if he add to these suitable care that his manners be appropriate to the occasion and the place, whether he be sitting or standing, walking across the room, or working at the blackboard.

Here is the place for the cultivation of good manners, as well as arithmetic or grammar.

One word more to teachers of intermediate and primary schools, on a point akin to the foregoing. Teachers can never be too particular in preventing their little pupils from bringing *play-things* to school. More evils grow out of this practice than can easily be enumerated. The time of the pupil which they occupy, in diverting the mind from study, is not the least. The practice of *trading*, which inevitably grows up from their introduction to the school premises, leads to more deception, pilfering at home and abroad, and falsehood, than almost any circumstance in the school. To an experienced teacher this subject needs only to be mentioned to be appreciated; to a young and inexperienced teacher we can only say, resist this evil with all your skill and power, as one of the most important objects of your vocation. It will present itself in the path of every teacher; and the failure of many a school, and the loss of reputation of many a teacher, may be traced to a neglect of this practice of filling the pockets, the hands and minds with objects foreign to the school.

A. P.

Massachusetts Teacher.

THE STATE TEACHERS' ASSOCIATION.

TEACHERS OF ILLINOIS: But one more number of the *Teacher* will be issued before we shall be invited and expected to renew the pleasant associations and recollections of our last Anniversary. To all who were privileged to partake of them, these were so agreeable that it would seem most probable that all will be there again, and more besides. Though most pleasant it will be to renew our acquaintance and recount the past of the year, we are to remember that this is not all for which we are to come together. We are to consult upon the common good, devise and consider and adopt measures for our common benefit, and, taking a survey of our field of labor as an association, endeavor to ascertain in what direction our efforts for the coming year can be made to the best advantage. The Executive Board of the Association have laid out a plan of proceedings for the meeting, and published it; but we are bound, each one of us, to contribute our share of suggestion for the common good. Now what have *you* to say on this point. I speak to you, reader. What in addition to, or variation of, the outline of business suggested by the Board. Please to consider yourself a Committee of the Whole, and a whole committee, and report upon this point. And in order that I may do as well as say, I am willing to show my opinion. The Association, at its meeting last winter, offered a premium for the best Essay on the Condition and Necessities of our Schools. It is not

known at this present writing that any essays were offered, or any selection made; but if the Awarding Committee shall have deemed any one worthy of adoption as expressing the sentiments of the teachers, and as touching the true points of the matter, ought not the Association to take measures to give it a very extended circulation, and scatter it far and wide over the State? Such a course would be no less due to the Committee than to the essay, which, if worthy, should be placed in a position to do the most good.

It is the opinion of many that a great error was made and a loss incurred last winter in abandoning the plan of having an Agent of the Association in the field of labor in its behalf. The importance and efficiency of such an instrumentality has been felt and tested in several of the States—Ohio, New York, New Jersey, Connecticut, and some others; and in no instance has it been abandoned where tried. And surely, if any advantage to the Association or the common cause can be had from such a measure, we can afford to have it. The Missouri Association, at its first consideration of the matter, raised \$1500 to put the right man in the post—and it would require a very small contribution from each teacher in this State, or each member of the Association, to support such a one. Do you know the right man? Let us hear about him and of him, and let us look into this whole matter, and consider and do wisely.

There are several other matters which would claim our attention; but these are enough for the suggestion of one writer. But do you mean to be there, full of enthusiasm and strong in resolution to make that meeting a most profitable one? If you do, sit down *now* and write a short article for the *Teacher*, informing us what you think and what you have to suggest—I mean you, reader!

R. S. D.

LET teachers and parents weigh well the significance of the following extract:

“A gentleman in England was walking over his farm with a friend, exhibiting his crops, herds of cattle, and flocks of sheep, with all of which his friend was highly pleased, but with nothing so much as his splendid sheep. He had seen the same breed frequently before, but never such noble specimens; and with great earnestness he asked to know how he had succeeded in producing such flocks. His simple answer was, ‘I TAKE CARE OF MY LAMBS, SIR’. Here was all the secret of his large, heavy-fleeced, fat sheep; he took care of them when they were lambs.”

UNPUNCTUALITY makes authority grating; little changes make authority contemptible; little interferences make it hateful.

H O M E O P E R A .

SINCE the night when IKE went to the opera he has been, as Mrs. PARTINGTON says, as crazy as a bed-bug, and the kind old dame has been fearful lest he should become 'non pompos mentus', through his attempts at imitating the operatics. The next morning after the opera, at the breakfast-table, IKE reached over his cup, and in a soft tone sang—

"Will you, will you, Mrs. P.,
Help me to a cup of tea?"

The old lady looked at him with surprise, his conduct was so unusual, and for a moment she hesitated. He continued in a more impassioned strain—

"Do not, do not, keep me waiting,
Do not, pray, be hesitating,
I am anxious to be drinking,
So pour out as quick as winking."

She gave him the tea, with a sigh, as she saw the excitement in his face. He stirred it in silence, and in his abstraction took three spoonfuls of the sugar. At last he sung again—

"Table-cloth and cups and saucers,
Good white bread and active jaw, sirs,
Tea—gunpowder and souchong—
Sweet enough, but not too strong;
Bad for health to eat hot biscuit,
But I'll risk it—but I'll risk it."

"What do you mean, my poor boy?" said Mrs. PARTINGTON tenderly.

"All right, steady, never clearer,
Never loved a breakfast dearer;
I'm not bound by witch or wizard,
So do n't fret your precious gizzard."

"But, ISAAC," persisted the dame. IKE struck his left hand upon the table, and swung his knife aloft in his right hand, looking at a plate upon the table, singing—

"What form is that to me appearing?
Is it mackerel or herring?—
Let me dash upon it quick,
Ne'er again that fish shall kick—
Ne'er again, though thrice as large—
Charge upon him, ISAAC, charge."

Before he had a chance to make a dash upon the fish, Mrs. PARTINGTON had dashed a tumbler of water into his face to restore him to 'conscientiousness'. It made him catch his breath for a moment; but he did n't sing any more at the table, though the opera fever still follows him elsewhere. She is very uneasy about him.

Boston Gazette.

G E O G R A P H Y.

EVERY department of science has its enthusiasts. We find them in geology, chemistry, philosophy, music, and theology. Mechanism has yielded its full quota, while agriculture and commerce are every year swelling the list; but where are our geographical enthusiasts? Echo answers, Where? Comparatively speaking, but few of our learned men have ever given their attention to it. It has been, and still is (except by a noble few), an unpopular study. The girl of ten years will blush to own that geography still finds a place in the catalogue of her studies; while the miss of fourteen 'finished it years ago'. I repeat it: with the mass, geography is a very unpopular study; and why?

The first reason that suggests itself is the extreme youth of the pupil when commencing the study. Scarcely has the child spelled the first line of 'baker', when he is seen trudging to school 'happy and glorious' with a copy of MITCHELL'S Primary under his arm. "Then comes the tug of war." With a proud look the book is handed to the teacher, who, without a moment's thought, assigns the lesson. The urchin, with sparkling eyes and beating heart, takes his seat and sets himself to work. He has no time for marbles now, not he. But how soon is his ardor cooled! The second word of the lesson is one of three syllables—an orthographical mountain, whose summit he has not yet scaled. The teacher is busy, and the child knows too well that safety lies in silence. The hour of recitation arrives, and, as might be expected, not a word is learned. Days pass on, but every step of progress is hedged about with hard, unintelligible names. It is one great Sahara to his disheartened spirit, with oases, like angels' visits, which only make the weariness of the way seem more weary. He learns to pronounce the words continents, isthmus, promontories; but they might as well be Greek for all idea he gets of their true meaning. He learns that the people of Malaysia are called Malays; the people of Kamtschatka are called Kamtschatdales; and that Greece is the birth-place of many renowned philosophers; but what does he care for that? Thus he goes on for years, until it is decided that he has studied it long enough to know it. A lesson to him is what a certain chapter in Nehemiah, with its unpronounceable, jaw-distracting words, would be to us were we required to learn it verbatim or feel the effects of the 'beechen rod'.

The second difficulty is, too much is attempted at the same time. Topographical, physical, civil, statistical and descriptive are all comprehended in one lesson, and the consequence is, the mind is clouded with words, nothing but words. The wonder is, not that so little is learned, but that any ideas at all are obtained. Let us for a moment look at New York, the State where many of us exhumed the bones of PETER PARLEY, and wept showers of tears over the barren wastes of OLNEY.

There we find each of the above-mentioned departments done up in one allopathic pill, to be swallowed by the pupil at a single dose, without a wry face. We find this state of things in no other study. Why not jumble together the five fundamental rules of arithmetic, and set the child to learning them, and whip him if he fails? Go into a school where such a course of things is pursued, and you would boil over instantly with virtuous indignation, and exclaim, "Why, sir, that child can never learn arithmetic in that way. You must take but one thing at a time; his mind can't comprehend such a medley." The teacher, to justify himself, points to geography, and says, "It works well there, and I am trying the experiment here, to save time."

A third reason is, the present condition of our public schools—where every thing, from the letters to algebra, is to be taught by one individual in the space of six hours. The teacher must neglect some where, and geography is the scape-goat.

The last difficulty I will notice is the deficiency on the part of teachers. It is a common feeling that any one can teach geography, and often has the remark been made by teachers, "that it was no disgrace to fail at an examination in it." The most that many of them try to do is to ask the questions placed at the bottom of the page, and hear the pupil repeat the answers just as they are in the book; both heaving a sigh of relief when the job is done.

This is a dark picture, I know; but just look at it, and answer for yourselves. Does not your own experience corroborate it? How much more did you know when you were graduated from it than this one thing, that "except the Rocky Mountains and Switzerland, the surface of the earth was moderately uneven." Is there no remedy, do you ask? nothing to relieve the sable-hued phantom? no silver lining to the cloud? Yes, disheartened teacher, there is. Already has the bow of promise begun to paint itself on some parts of the geographical sky, and ere long it will span the whole like a girdle of glory.

MAURY has dipped his pen in the briny wave, and written pages of light on its billowy crest. No longer is 'darkness written on the face of the deep', for he has laid his hand on old ocean's mane, and at his magic touch the mysteries of ages are spread out in panoramic beauty.

GUYOT has put his hand to the plow, and every furrow which he turns gleams with diamond thoughts, fresh as pearly dew-drops. The noble fruit which he saw from afar has ripened under his genial influence, and now the golden apples drop at our feet. COLTON, YOUNG and WARREN serve to swell the list of worthies.

Oh, what a field of knowledge is here spread out to the expanding intellect. True, it is a difficult way, through burning deserts, along the mountain's track, up to the volcano's fiery mouth, and amid the icebergs of the Polar Sea; yet here and there gushing fountains come bubbling up and baptize us with their spray, and glittering pearls sparkle for street-lights to guide us unerringly through the labyrinthine journey.

GALESBURG, Illinois.

COMMENCEMENT AT BROWN UNIVERSITY.

BY D. G.....

THE commencement exercises at our University have acquired a sort of prominence, which is due, perhaps, rather to the unusual season at which they are held than to any intrinsic merit. While almost all the other colleges have their anniversary in the early part of Summer, ours holds her jubilee in the opening Autumn. The week which has just passed has surpassed almost every recent commencement week in the number and variety of its literary exercises and social reunions, occupying four entire days.

The first meeting was that of the Alumni of the University, at Manning Hall. After the usual business, a list of seventeen graduates who have deceased during the past year was read by Prof. GAMMELL, and accompanied by short notices of each. Eulogies were also pronounced by the same gentleman upon WM. LARNED MARCY, and MOSES BROWN IVES. Among the deceased are also THOMAS MACKIE BURGESS, for many years Mayor of Providence; JOSEPH KINNICUT ANGELL, author of valuable works of jurisprudence; Rev. JAMES NATHANIEL GRANGER, D.D., and HUGH MILLER, who, as well as Dr. GRANGER, was an honorary graduate.

Manning Hall, in which this meeting, as well as the business meeting of the Phi Beta Kappa Society, was held, has just been beautifully refitted and adorned. The walls and ceiling have been finely frescoed, and the windows supplied with tinted ground-glass, which has a pleasant effect. A beautiful mural tablet of marble has also been placed in the hall, in memory of NICOLAS BROWN, the benefactor and eponym of the University. The inscription, composed by Prof. LINCOLN, is a model of correct and forcible Latin. A medallion of Mr. BROWN, cut by BRACKETT, of Boston, is set into the upper portion of the tablet. An inscription on the lower part informs us that the monument has been erected by Mr. MOSES BROWN IVES, and Mr. ROBERT HALE IVES, nephews of Mr. BROWN.

From Manning Hall the Alumni adjourned to listen to an oration at the First Baptist Church, delivered by Hon. SAMUEL S. COX, of Ohio, a recently-elected member of Congress. He announced as his subject, "*The Necessity for more of that Benignant Moderation which Scholarship should infuse into American Life.*" The oration was in many respects a respectable performance, but, we are sorry to say, failed to be very effective. It was correct in its general spirit, but lacked the dignity which would have rendered it an appropriate address before so august a body as the venerable Alumni of a time-honored

college. The oration closed, however, with a very beautiful and just eulogy on the name of MARCY, the type of *the wise moderation, and the liberal statesmanship*, to be sought for in the present age..

The celebration of the Philermenian Society, and the United Brothers, the literary societies of the University, occurred in the afternoon. Hundreds thronged the church, where the exercises were held, to listen to the eloquent oration of Mr. WENDELL PHILLIPS, on "*Education*," in the broadest sense of the term. "Whatever might have been the difference of opinion on the matter and spirit of this address, there could be but one in respect of its elegance and force. Seldom is it the pleasure of a Providence audience to listen to such a polished and scholarly oration, delivered with so much grace and eloquence.

Mr. PHILLIPS spoke to a delighted and attentive audience for ninety minutes, and was followed by the poet of the day, Rev. S. DRYDEN PHELPS, D.D., of New Haven, who proved his right to so illustrious a name as that of the noble translator of VIRGIL, by a poem styled "*The Poet's Song*."

The Society of Missionary Inquiry was addressed in the evening by the Rev. Dr. PLUMER, of the Western Theological Seminary of Pennsylvania. The subject which he discussed was, "*The Destiny of the United States, and the Duty consequent upon that Destiny*."

COMMENCEMENT DAY.

The usual exercises of the Graduating Class, consisting of about thirty young gentlemen, were held, as for many a year, in the First Baptist Meeting-House. Every year there appears to be an increasing interest in this occasion, which can not fail to encourage the gentlemen of the lower classes to prepare a literary entertainment more and more worthy of the intelligence and learning of the audience.

The degree of Bachelor of Philosophy was conferred upon two members of the graduating class, that of Bachelor of Arts upon eleven, and that of Master of Arts upon seventeen. The honorary degree of Master of Arts was conferred upon MOSES BROWN LOCKWOOD, of Providence, and Rev. JAMES C. FOSTER, of Beverly, Mass.; that of Doctor of Divinity upon Rev. SAMUEL BUDD SWAIN, of West Cambridge, Mass., and Rev. LEONARD SWAIN, of Providence; and that of Doctor of Laws upon Hon. BENJAMIN ROBBINS CURTIS, Associate Justice in the Supreme Court of the United States.

The speeches at the annual college dinner partook of the genial spirit of the occasion, and were followed by a witty poem, read by CHARLES THURBER, the '*Worcester TYRTÆUS*'.

In the afternoon the cabinet of R. I. Hall was open for the exhibition of the beautiful historical paintings of Com. PERRY, GILBERT STUART, and nine other illustrious sons of Rhode Island, which have been lately carried there.

The President's Levee, in the evening, afforded a delightful opportunity for the interchange of congratulations, and the renewal of old friendships, and was attended by an overflowing company.

ALPHA DELTA PHI.

The Chapter celebration of the Brunonian Chapter of Alpha Delta Phi was held on Thursday. The literary exercises consisted of an oration by GEORGE WILLIAM CURTIS, Esq., and a poem by ALFRED B. STREET, Esq., the 'Bard of Frontenac'.

The Delta Kappa Epsilon Society held its annual convention with the Chapter at Brown, and listened to a fine oration from the Rev. EDWARD S. ATWOOD, and a poem by EDWIN P. PARKER, on Friday afternoon.

The recollection of the commencement of 1857 will long be a cheering one to those who have had the pleasure of joining in its festivities.

WHAT IS A NORMAL UNIVERSITY?

[THE following article, in a few sentences, fully answers the question placed at its head. We gladly transfer it to the columns of the *Teacher*.—C.]

It was perceived by eminent teachers, many years since, that colleges were not the true fountains of a well-appointed educational system. Common schools did not, by gradation, naturally end in colleges; nor colleges promote the improvement of common schools. Normal schools were therefore instituted as the appropriate foundation of the common-school system. They not only furnished the highest member in the scale of gradation from the primary school upward, but they furnished the best mode of providing competent teachers for all the inferior grades.

The plan was a good one, and much better than any thing which had gone before. But the very perfection of the system, by diffusing a more thorough education than before, induced a demand for something more. The colleges could not supply the demand. They were engaged in perpetuating dead thoughts, dead literature, and dead forms of civilization; and were therefore inadequate to the wants of an age so full of life as this. Something that would educate men in the 'things nearest to them', and prepare them in the most thorough manner for the various pursuits of life, was wanted. And in supplying that want, or striving to do so, the teachers in our own Illinois school-rooms, aided by a few good spirits who are not, but who *ought* to be, there, have labored together for the past five or six years.

They saw that the colleges educated lawyers, and doctors, and preachers, in a manner adapted to their future labors in life; but that they made no provision for farmers, mechanics, and the great circle of

industrial arts. Something more practical, and more in harmony with the spirit of the age, was wanting; and that they determined to have. And, thanks to our intelligent and liberal Legislature, they succeeded much sooner than could have been reasonably expected,

The name, 'Normal University', was in some degree the result of circumstances. A fund of money, which had been originally donated to the State by Congress, could legally be used only for the support of a University. When the Legislature chartered the existing institution, University was retained in the name to cover that point. And now that the new Institution has a Board of men to control it who are so well fitted for the place, and a Principal whose mind has been among the foremost in originating the University itself, we feel satisfied that it will prove a perfect success.

We now answer the question at the head of this article: A 'Normal University' is an institution which shall prepare men and women for all the useful and industrial arts, and teach them how to prepare others—beginning at the primary school.

Illinois Baptist.

P U S H I N G O N .

A PLEA FOR LITTLE CHILDREN.

"PUSH him on, Mr. LEE—push him on; that is all you have got to do. I do n't mind terms; only you push him on, and keep him well up to the mark. And do n't be afraid of giving him plenty of lessons, Mr. LEE; he's a clever, active boy, and that's the only way of keeping him out of mischief. No use sending children to school to idle their time away—that's *my* view of the case. Education is a fine thing, Mr. LEE—a very fine thing—and I mean FRANK to be a scholar. Hard work and plenty of it—that was the way when I was a boy. I was kept at it morning, noon, and night; and see what it has done for me. Yes, Mr. LEE, push him on, and I shall be proud of him some day." And having thus given his view of the case, Mr. DENTON took up his hat, and, wishing the teacher good morning, went to his warehouse.

Mr. DENTON was a wealthy merchant in the town of H——, a man very much looked-up-to and respected—a man who paid the best price for every thing, and consequently expected the best article; no better material in all the country than that which came into his mill to be manufactured; no better goods to be met with any where than those turned out of his warehouse at H——. He also paid the best price for education, and in consequence expected the best article, and plenty of it, too. No advocate he for sending children to schools where they left at four o'clock, and had holidays three times a week. He was

quite right when he said that education had done a great deal for him. 'Hard work and plenty of it' had laid the foundation of his present standing; it had placed him at the head of one of the most flourishing concerns in H——; it had moulded his rough, firm nature into a form somewhat more befitting the elegancies of the sphere in which he moved—to use his own words, 'it had made a man of him'. What it should do for the delicate, excitable, sensitive little FRANK, was a question not yet answered.

"Now, my dear, where are your books? You must work hard to-night, for we are late with tea, and if you do n't mind you will not have your lessons ready for Mr. LEE by to-morrow morning."

"Oh, mamma, may n't I just go into the garden a little first; it does look so fine, and I have n't had time to go in all day. *May n't I go in, mamma?*"

"No, my dear, you must wait till the lessons are done. You know you must push on, and have them perfectly done. Lessons first and play afterward, you know—that is the way to be a scholar."

FRANK looked with a sigh at the grass-plot, and his hoop, lying so temptingly there, under the elm-tree; then, fetching his book out of the hall, and cleaning his slate, he commenced operations.

"What lessons have you to-night, dear?"

"English History, mamma; and parsing, geography, and composition, and Latin grammar, and French verbs, and then this sum in fractions to prove!" and the little fellow sighed again, and looked at his hoop. There was no play to-night, at any rate.

"There, I think I know it now," said he; and laying his tiny hand on the page, so as to hide the words, he began to recite his geographical lessons. The reader will not be surprised to learn that his childish pronunciation of the alien words was such as Mr. LEE's German professor would hardly have commended; neither will we inquire too impertinently into the value and permanence of the ideas they conveyed:

"The Thuringian states comprise the grand duchy of Sachsen Weimar Eisenach, the three Sachsen duchies of Coburg Gotha, Meiningen, and Altenburg, the two Reus principalities of Greitz and Schleitz, and the two Schwarzenberg principalities of Rudolstadt and Sondershausen. Their united areas are 4,934 square miles, with a population of 970,000.' There, I'm glad I've done with that. Now for the sum."

For a while nothing was heard but the scratching of the pencil, and a gentle rustling sound, as the breeze blew the long flower-starred jessamine branches across the window.

"Oh, mamma, my head does ache; can't I finish this sum to-morrow, or ask Mr. LEE to excuse it?"

"No, dear; it *must* be done. You know papa wishes you to *push on*, and learn as much as you can." And Mrs. DENTON put another leaf into her Berlin work, and went on with 'Queechy'.

The little fingers closed over the pencil once more, and the sleepy

eyes bent down over their task. But time conquers most things; and when eight o'clock struck, the last lesson was mastered, the last verb learned, the last line construed; and, with a languid 'good-night, mamma', and a confused conglomeration of Sachsen duchies, verbs, fractions, parts of speech, and Latin numbers, FRANK went up stairs to bed.

"Lessons all prepared?" said Mr. DENTON, as he came in from business, and stretched himself in the great easy-chair.

"Yes, all of them. Don't you think, my dear, Mr. LEE pushes FRANK on a little too fast? You know he is but a child yet — not nine years old — and he does not seem well; besides ——"

"Nonsense, my dear, nonsense. Why, when I was a boy, I did twice as much. I mean to ask Mr. LEE next quarter about his learning Greek. He's a clever child, and it's a pity he should not be kept up to the mark; besides, you know, he'll never get on when he goes to the grammar school without a good knowledge of the classics, and I'm determined to make a scholar of him — nothing like keeping children up to the mark."

So the subject passed. Mr. DENTON was away on business all day, and when he came home FRANK was generally gone to bed, so he did not notice the heavy eye and flushed cheek, nor the pale forehead and trembling hand; he only knew that his little boy had begun to construe CÆSAR and work sums in fractions, that he had taken the first prize in history, and could match his compositions with those of the biggest boy in school; he was going to be a scholar, a credit to the family, as Mr. DENTON had made up his mind he *should* be, and that was quite sufficient.

"From the centre A, at the distance A B, describe the circle B C D," murmured little FRANK, as the tides of sleep drove back life's weeds and pebbles on the bright shores of dream-land. Yes, he *was* 'pushing on'; but *where*? That was another question altogether.

Mrs. DALE, the lady who lived at the cottage a little beyond Mr. DENTON'S, was also a woman who had her own views of education, and always paid the best price for it. She expected the best article, too, though not so particular as Mr. D. about having plenty of it. So, though HARRY DALE was more than eight years old, he never went to school more than two hours in a day, and the rest of the time was spent in roving with his mamma and sister through the glens, and woods, and meadows, that cluster so closely round the town of H——, gathering wild flowers, ferns, and mosses, and arranging them in vases at home (Mrs. DALE was not so fastidious as some ladies are about having flowers littering the parlor), learning their names the while, or examining their delicate structure, and listening with eager interest, as his mamma told him stories of distant lands, their trees, and birds, and flowers, and then led him on from this to the kind and loving Father who gave the forest its glowing tints, the birds their voices of music, and all nature its loveliness.

People laughed at Mrs. DALE for calling this education, and expatiated largely on the folly of parents who sent their children to school

only a quarter of the term, and yet paid full terms. Divers were the shrewd predictions as to the harvest which would be reaped from a seed-time so irregular, and many the far-seeing hints which were dropped on the subject. 'They knew what would come of such vagaries'. 'Talk of educating children in fields and meadows—such nonsense'. 'Sure to make the boy idle and useless'. But Mrs. DALE went quietly on; she had her own views of the case, and acted according to them. So at eight years of age HARRY had never seen the inside of a Latin grammar; could not, for the life of him, get further than the second column of the multiplication-table; was ignorant of geography, except from his mamma's conversations and the stray books he had picked up on the parlor table; parsing, dates, and dictation, were strange words to him; and he knew nothing of French, save from the little songs Mrs. DALE some times sang to him, with an accent so pure and true. But HARRY had a fresh, bright, intelligent soul within him. He would listen, with quick appreciation, as you told him of the wonders of nature and art, of the great men who lived in distant ages, of the strange inventions of genius, and the noble results worked out by patience and perseverance. He was learning to enjoy life, that when the time came he might use it wisely and well. There was rich promise of future energy and vigor in those clear, honest eyes of his, the firm, bounding step, the guileless, unsuspecting confidence, the fearless innocence with which his glance met yours—promise which after years failed not to realize.

So much for HARRY DALE. And the *pushing on*—whither had that tended? There was another grave in the H— Cemetery, and the neighbors, as they read on the marble head-stone the touching inscription, '*Aged Eleven Years*', said, 'Very astonishing, is n't it, how soon these clever children always die!'

Selected.

GENEROUS.—A writer in the *Burlington Sentinel* says that in one of the back towns of a neighboring State, where it is the custom for the district school-teacher to 'board round', the following incident occurred, and is vouched for by high authority:

A year or two ago, an allotment being made in the usual manner for the benefit of the school-mistress, it happened that the proportion of one man was just two days and a half.

The teacher sat down to dinner on the third day, and was beginning to eat, when the man of the house addressed her as follows:

"Madam, I suppose your boarding time is out when you have eaten a half a dinner; but as I don't want to be mean, you may eat, if you choose, *about* as much as usual."

THE SISTERS.

BY TENNYSON.

I.

WE were two daughters of one race :
She was the fairest in the face :
The wind is blowing in turret and tree.
They were together, and she fell ;
Therefore revenge became me well.
O, the Earl was fair to see !

II.

SHE died : she went to burning flame :
She mixed her ancient blood with shame.
The wind is blowing in turret and tree.
Whole weeks and months, and early and late,
To win his love I lay in wait.
O, the Earl was fair to see !

III.

I made a feast ; I bade him come :
I won his love, I brought him home.
The wind is roaring in turret and tree.
And after supper, on a bed,
Upon my lap he laid his head :
O, the Earl was fair to see !

IV.

I kissed his eyelids into rest :
His ruddy cheek upon my breast.
The wind is raging in turret and tree.
I hated him with the hate of hell,
But I loved his beauty passing well.
O, the Earl was fair to see !

V.

I rose up in the silent night :
I made my dagger sharp and bright.
The wind is raving in turret and tree.
As half-asleep his breath he drew,
Three times I stabbed him through and through.
O, the Earl was fair to see !

VI.

I curled and combed his comely head,
He looked so grand when he was dead.
The wind is blowing in turret and tree.
I wrapt his body in the sheet,
And laid him at his mother's feet.
O, the Earl was fair to see !

Selected.

K N O X C O L L E G E .

THE plan, according to which Knox College was founded originated with Rev. GEO. W. GALE, at that time of Whitesboro, N.Y. In its essential particulars it consisted in selecting some suitable location in what was then considered the Far-West, and forming a colony of settlers who, having, through a committee, purchased a township of wild lands at the Congress price of one dollar and a quarter per acre, should, individually, pay for their farms out of the same not less than five dollars per acre, and thus create a fund which should be applied to founding a college.

A project of this character Mr. GALE laid before some of his friends as early as 1834. In accordance with their approval and their wishes, he traversed ten counties in Central and Eastern New York, laying the matter before clergymen and laymen of his acquaintance, philanthropically disposed, and shortly succeeded in persuading some thirty families to join the undertaking.

A deep religious purpose lay at the bottom of this enterprise. As has been true of most American colleges, the founders of Knox College had for their object the raising-up of a cultivated ministry. Thus it was that the plan was first proposed by a minister of the gospel, and, in its earliest development, met with encouragement and support only from clergymen and church-members.

In September, 1835, upon the return of a committee of exploration, a committee of purchase, consisting of Messrs. GEO. W. GALE, SYLVANUS FERRIS, NEHEMIAH WEST, and THOMAS SIMMONS, after making further search, entered ten thousand acres of prairie, all lying in a body where Galesburg now stands. At the same time this committee purchased some improved farms and wood-land, adjoining and part of Henderson Forest.

To give to the projected college all the predominating advantages in the future which its founders wished, to make it the undisputed centre and seat of a religious culture that should be far-reaching in its influence, required no little care and foresight in the choice of a location. A lapse of twenty-two years has shown no cause for questioning the rare sagacity which selected the position now occupied.

That triangular belt of territory known to many as The Military Tract, along two of whose sides flow the waters of the Illinois and the Mississippi, and along whose base those of Rock River, with an area greater than Massachusetts, in addition to an accessibility to market unsurpassed, contains under its thin surface, in its abundant quarries and coal-beds, the prolific source of a double wealth. Galesburg, the seat of Knox College, located on the dividing ridge which separates the tributary waters of the Illinois from those of the Mississippi, is central

to all this region. Choosing it for a centre, a radius of fifty miles takes in one hundred and twenty miles of the Mississippi, thirty miles of Rock River, and more than seventy of the Illinois. Perhaps, in the whole West, there was not, at that time, a post so eligible for a college as this; and the developments produced by railroads and varying tides of emigration have disclosed none more so since.

The committee of purchase made report January 7, 1836, at which time a Board of Trust was elected and land sold to subscribers to the amount of twenty-three thousand eight hundred and twenty-five dollars (\$23,825). "Of this sum six Presbyterian ministers paid or gave their

obligations for.....	\$7,835
Nine Elders of Presbyterian churches.....	6,000
Thirteen private members of Presbyterian churches.....	8,090

Amounting to.....	\$21,925
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The remaining \$1900 was paid by members of other churches. The town-site was reported, and the name, Galesburg, confirmed. Five hundred and sixty acres were reserved for a village, one thousand and four acres were set apart for college and theological purposes. The remainder of the purchase was appraised at an average of five dollars the acre, and nearly one-half sold, as already stated, to subscribers who had never seen the soil."

In the Spring of this year (1836) the emigration began. A few families made the journey wholly overland, others shortened the trip by steaming across Lake Erie, while still another party, having purchased a canal-boat and proceeded with their families and effects in it to Buffalo, were towed across to Cleveland, thence passing by the Ohio Canal to the Ohio River, dropped down that river in slow and weary stages to the Mississippi, and, partly with the aid of a horse-power, partly aided by steamboats, reached, late in the Fall, and prostrated with sickness, Copperas Creek, the point on the Illinois nearest their destination.

Thus, in the Autumn of 1836, more than thirty families had found their way by various routes to the south side of Henderson Forest, suddenly extemporizing there a home familiarly known as Log City. During the Spring and Summer following, this little city transferred its population to the bosom of the prairie south, where Galesburg now appears.

In the Session of the Illinois Legislature for 1836-1837, Knox College received its charter. In the Fall of 1838 the Academy was opened with forty students. In the same year the Rev. H. H. KELLOGG, of Clinton, N. Y., was appointed President; the Rev. GEO. W. GALE, Professor of Rhetoric and Moral Philosophy; and N. H. LOSEY, A. M., Professor of Mathematics and the Natural Sciences.

In 1841 the College was fully organized, and a class entered the Freshman Year. In 1844 a large, three-story edifice, called the Seminary Building, accidentally took fire and burned to the ground. There was no insurance. The row of buildings, containing recitation-rooms

and dormitories, called Williston Hall, was completed in 1844. In 1846 a corresponding row, East College, was finished.

President KELLOGG having resigned his post in the Spring of 1845, the Rev. JONATHAN BLANCHARD, Pastor of the Sixth Presbyterian Church of Cincinnati, was elected President in his place. The first class graduated from this institution, a class of nine young gentlemen, took their degree of A.B. in the Summer after President BLANCHARD'S arrival, June, 1846. The classes graduated since then have numbered as follows:

First Class, June, 1846, numbered	9	Seventh Class, June, 1852, numb'd	32
Second " " 1847, "	3	Eighth " " 1853, "	8
Third " " 1848, "	4	Ninth " " 1854, "	15
Fourth " " 1849, "	5	Tenth " " 1855, "	7
Fifth " " 1850, "	4	Eleventh " " 1856, "	6
Sixth " " 1851, "	7	Twelfth " " 1857, "	10
	—		10
	32		—
Whole number of Alumni.....		88	

Knox College includes in itself, at the present moment, three distinct institutions, each provided with its own Faculty and its own buildings, quite separate and apart — the College, Female Seminary, and Academy.

THE COLLEGE.

The main College edifice, of which a lithographic view accompanies this article, stands at the head of Broad Street, eighty rods south of the Public Square. Four village blocks, or about seventeen acres of land, lie about it, inclosed for the College buildings, play-grounds, and ornamental trees. Directly in front of the College grounds proper, and between the Main College and the Female Seminary, lies the College Park, of about nine acres. The plan of laying off and planting this park, for the accommodation of the students of all departments, occupies the attention of the Board of Trust at the present time.

In May, 1856, the corner-stone of the new College was laid, under direction of CHAS. ULRICSON, Esq., of Peoria, the Architect and Builder. In July, 1857, the building was delivered, finished, into the hands of the Executive Committee of Knox College. Its rooms consist of a Chapel, recitation and lecture rooms, library, cabinet, laboratories, elocution-room, and offices for the Faculty.

The following are its principal measurements:

The length of building, 112 feet.	The hight of large towers, 66 feet.
The width in wings, 70 feet.	The diameter of octagonal belfry, 14 feet.
The width in centre, 52 feet.	The hight of same from roof to top of finial, 31 feet.
The hight of centre body, 59 feet.	
The hight of wings, 53 feet.	

The building is of brick, with moulded base and surbase, moulded labels over doors and windows, quoined ashlar-finish at entrance-doors, with platform and steps; moulded cornice with battlements on all towers, and all around the sides of the centre body all smoothly wrought of blue-clouded lime-stone, from the quarry at Aurora, Illinois. The roof is

covered with heavy tin all division-walls are of brick, all the floors are deafened. The interior of the building is highly finished with elaborate casings and base, convenient and spacious stairways, and mullioned sash with diamond-shape glass.

All doors are two and a half and three inches thick, handsomely moulded; all inside wood-work grained as oak and varnished. The lecture-rooms and recitation-rooms are all provided with composition black-boards neatly framed. The lecture-rooms are finished with proper platforms and desk for the lecturer, and moveable settees for the audience. The Chapel is likewise finished with a richly-paneled ceiling, with cornices, centre-pieces, etc., and is to be furnished with a pulpit and settees. The library also has a paneled ceiling.

The heights of stories are: First story, 14 feet; second story, 15 feet; third story, 14 feet.

DESCRIPTION OF PLANS.

A. Halls and corridors.	H. Rooms for apparatus, each 14×17
B. Recitation-rooms.	I. Chapel, 34×67; 29 feet high.
C. Executive Committee room.	K. Library, 34×67.
D. Chemical Lecture room, 34×52.	L. Ante-room to Library.
E. Rooms for apparatus and laborat'y	M. Rhetorical rooms, 30×40; 18 feet
F. President's room.	high.
G. Philos. Lecture room, 34×52.	N. Ante-room.

The scale for plan is 25 feet to the inch.

The cost of the building, finished and furnished with seats, will not be less than fifty thousand dollars.

In its external proportions Mr. ULRICSON has displayed a chaste and classic taste, and added a noble edifice to the college architecture of our country; while its internal appearance, its solid, substantial wood-work, the scrupulous attention bestowed on its immaculate finish, leave one in doubt which most to admire, the skill of the artist or the integrity of the man.

Flanking the main College, on either side, stand Williston Hall and East College, high, two-story buildings, from whose rear extend back rows of one-story dormitories, after the manner of the University of Virginia.

These are now, with exception of the two attics, which are fitted up as two neat and commodious society-rooms, used wholly as rooms for students. They furnish accommodations, two in a room, for more than eighty occupants.

BOARD OF TRUST.

The following gentlemen constitute this Board:

Rev. GEO. W. GALE, Galesburg; JOHN G. SANBURN, Esq., Knoxville; MATTHEW CHAMBERS, Esq., N. H. LOSEY, A.M., THOMAS SIMMONS, Esq., SYLVANUS FERRIS, Esq., Galesburg; Rev. HORATIO FOOTE, Quincy; Rev. FLAVEL BASCON, Dover; Rev. MILTON KIMBALL, Augusta; ELI FARNHAM, Esq., JAMES BUNCE, M.D., JAMES BULL, Esq., Galesburg; Hon. JAMES KNOX, Knoxville; CHAUNCEY S. COLTON, Esq., STILLMAN F. DOLBEAR, Esq., LEVI SANDERSON,

Esq., Galesburg; O. H. BROWNING, Esq., Quincy; LEVI S. STANLEY, Esq., Galesburg; WILLIAM E. WITHROW, Macomb; MARCUS B. OSBORN, Esq., Rock Island; Rev. SAML. G. WRIGHT, Galva; WM. J. PHELPS, Esq., Elmwood; Rev. WM. E. HOLYOKE, Elgin; C. M. POMEROY, Esq., Quincy.

S. F. DOLBEAR, Secretary; LUCIUS GARY, Treasurer.

FACULTY.

Rev. J. BLANCHARD, Acting President, and Professor of Intellectual Philosophy.

Rev. J. W. BAILEY, Acting Professor of Moral Philosophy and Belles Lettres.

NEHEMIAH H. LOSEY, A.M., Professor of Mathematics and Natural Philosophy.

INNES GRANT, A.M., Professor of Ancient Languages.

ALBERT HURD, A.M., Professor of Natural Sciences.

ERASTUS S. WILLCOX, A.M., Phelps Professor of Modern Languages.

JUNIUS B. ROBERTS, A B., Tutor.

REQUIREMENTS FOR ADMISSION.

Candidates for admission to the Freshman Class are required to pass examination in the usual English studies, *Harkness's Arnold's First Latin Book*, *Latin Grammar and Reader*, *Ovid*, *Cæsar's Commentaries*, *Sallust*, *Kühner's Greek Grammar*, *Jacob's Greek Reader*, *Xenophon's Anabasis*, and *Loomis's Algebra*.

COURSE OF STUDY.

Freshman Class.

First Term.	Second Term.
Loomis's Algebra.	Euclid completed.
Euclid (Playfair) commenced.	Plane and Spherical Trigonometry.
Cicero's Orations, Xenophon's Memorabilia.	Virgil, Odyssey, Rhetoric.

Sophomore Class.

First Term.	Second Term.
Day's Mathematics.	Conic Sections completed.
Conic Sections.	Olmsted's Natural Philosophy—Part First.
Livy, Odyssey, Plato.	Livy, Horace, Thucydides.
Whateley's Logic, Anatomy and Physiology.	Whateley's Rhetoric, Zoölogy, Botany.

Junior Class.

First Term.	Second Term.
Olmsted's Natural Philosophy—Part Second.	Astronomy completed.
Olmsted's Astronomy.	Coffin's Eclipses.
Horace, Tacitus, Demosthenes.	Tacitus, Terence, Greek Tragedies.
Chemistry.	Mineralogy, German.

Senior Class.

First Term.	Second Term.
Upham's Intellectual Philosophy.	Cousin, Butler's Analogy.
Philosophy, of the Plan of Salvation.	British Eloquence
Political Economy, Natural Theology.	Sheppard on the Constitution.
Geology, German.	Moral Philosophy, Paley's Evidences.
	German or French.

LECTURES AND EXERCISES.

Frequent and illustrative Lectures, aided by good apparatus, are given by the Professor of Natural Philosophy and the Professor of Natural Sciences. These lectures are open to students in all the departments of the institution.

The Professor of Rhetoric presides at regular exercises in theme-writing and declamation; and the Senior Class in both College and Seminary read original essays on subjects connected with the studies of that year, at frequent intervals, before the whole school.

LIBRARY, APPARATUS, ETC.

The College Library, comprising more than two thousand volumes, together with a library of Text-Books used in the institution, is accessible to all College students. The Board of Trust is making constant additions to the Library through the necessary appropriations.

Ample apparatus is provided, to which also constant and choice additions are being made.

The Mineralogical Cabinet contains about 500 specimens, the Geological 600.

COLLEGE SOCIETIES.

Of these there are two, *The Adelphi* and *The Gnothautii*. Each has its own hall for meeting, elegantly furnished with carpets, arm-chairs, settees, and library. The 'Adelphi' Library consists of more than five hundred choicely-selected volumes; that of the Gnothautii of about the same number, with funds in its treasury to raise the number to eight hundred volumes.

During 1856 each Society published its own monthly magazine—*The Knoxiana*, by the Adelphi; *The Oak Leaf*, by the Gnothautii. For the coming year the Societies have united their magazines in one, under the editorial management of four undergraduates, chosen equally from the two Societies.

THE LADIES' SEMINARY.

The Seminary Building is a large brick edifice of four stories, besides the basement or ground floor. It faces the College from the opposite or south side of the College Park. The length of the centre and two side wings is 128 feet, depth of wings 40 feet, of centre 56 feet. Here are a chapel, recitation-rooms, parlors, music-room, drawing and painting room, rooms for the accommodation of nearly eighty young-lady boarding pupils, besides the necessary rooms for the household and the culinary department.

The rooms for the young ladies are furnished with a bedstead, mattress, table, wash-stand, chairs, and stove. Board, including room-rent and fuel, is \$25 per quarter of ten weeks. Five dollars per year is charged for use of furniture. Tuition is the same as in the College.

FACULTY.

Rev. JONATHAN BLANCHARD, Acting President, and Professor of Intellectual Philosophy.

Miss JENNIE EVERETT, Lady Principal.

HENRY E. HITCHCOCK, A.M., Professor of Mathematics and Natural Philosophy.

E. S. WILLCOX, A.M., Professor of Modern Languages.

Miss E. S. KENDALL, Teacher of Drawing and Painting.

In addition, the Professors in Moral Philosophy and in the Natural Sciences, in the College, furnish instruction in their departments.

COURSE OF STUDY.

The Course of Study occupies three years, embracing such branches as are usually pursued in the higher ladies' seminaries.

The requirements for admission are, a familiar acquaintance with Arithmetic, Elementary Algebra, English Grammar, Harkness's Arnold's First Latin Book, Zoölogy, Physiology, Uranography, and History of the United States.

The order of studies is as follows :

Junior Class.

First Term.

Review of Principles of Arithmetic.
Loomis's Algebra commenced.
Composition and Punctuation.
Botany, Latin.

Second Term.

Loomis's Algebra finished.
Loomis's Geometry commenced.
Universal History.
Latin.

Middle Class.

First Term.

Loomis's Geometry and Conic Sections.
Paley's Natural Theology.
Rhetoric, Latin.

Second Term.

Trigonometry and Mensuration.
Natural Philosophy commenced.
Chemistry, Geology, German.

Senior Class.

First Term.

Natural Philosophy finished.
Upham's Intellectual Philosophy.
Meteorology, German.

Second Term.

Astronomy.
Cousin's Psychology.
Butler's Analogy.
Philosophy of the Plan of Salvation.
German.

French may be substituted for German at the discretion of the Faculty.

For this department the class-year commences on the first Thursday of February, and closes on the third Thursday of January, with appropriate Commencement exercises and conferring of Diplomas.

Already seven classes have been graduated, making a total of fifty-one Alumnæ.

THE ACADEMY.

The present Academy Building is a commodious, two-story edifice, situated on the public square. A still larger building will shortly be erected in a more retired position, upon the College Park.

The course of study is that usually pursued in academics and high schools.

FACULTY.

Rev. JONATHAN BLANCHARD, Acting President.

GEORGE CHURCHILL, A.M., Principal.

Miss ADA. H. HAYES, Assistant Principal.

Miss E. L. GARY, } Assistant Teachers.
Miss MARY A. WEST, }

To meet the increasing demand for a short and practical course of study, a *Higher Academic Course* has been organized, occupying two years. The requisites to entrance into this department are, a familiar acquaintance with Mental and Higher Arithmetic, Elementary Algebra, Grammar and Analysis, Descriptive Geography, and United States History.

The order of study is as follows :

First Year.

First Term.	Second Term.
Loomis's Algebra, Physical Geography	Geometry and Trigonometry.
Composition and Punctuation.	Natural Philosophy finished, Botany.
Chemistry, Natural Philosophy begun.	Book-Keeping, Zoölogy.
	Human Anatomy and Physiology.

Second Year.

First Term.	Second Term.
Day's Mathematics.	Engineering.
German, Geology.	German, Political Economy.
Natural Theology.	Sheppard on the Constitution.

This department is under the control and management of Mr. GEO. CHURCHILL, assisted by the Professors in the College.

SUMMARY OF STUDENTS THE PAST YEAR.

College.....	51
Preparatory Classes.....	39
Seminary.....	66
Academy.....	290
Total.....	446

REWARDS AND HONORS.

Knox College bestows no Valedictory, and dispenses neither honors nor prizes. To the Faculty, this mode of appeal to the good behavior and diligence of the students has always appeared of questionable propriety.

FUNDS.

Including buildings and grounds, unsold lands, and money loaned, Knox College is worth, at the present time, three hundred and fifty thousand dollars (\$350,000). This fund, with one exception, has been accumulated only in accordance with the plan of the first projector; viz., the rise in value of real estate, and the sale of lands of the original purchase.

In 1853 the Hon. CHARLES PHELPS, of Cincinnati, donated eighteen quarter-sections of land, lying in Knox and the adjoining coun-

ties, to the College. This donation was worth more than thirty thousand dollars. Already one Professorship has been endowed from the fund, and another one will be.

Before the Institution reached its present freedom from embarrassment, aid was received at various times and in small amounts, to meet current expenses, from the College Aid Society, and from Dea. J. P. WILLISTON, of Northampton, Massachusetts; from the Society some \$3,470, from Mr. WILLISTON nearly \$10,000.

THE SCHOOL YEAR.

The school year is divided into two terms of twenty weeks each. The College Year begins the first Thursday of September, and closes with Commencement, the third Thursday of June. A winter vacation of two weeks follows the close of the first term. The summer vacation, following Commencement, is ten weeks.

EXPENSES.

Tuition in the College and Female Seminary, per year.....	\$20 00
Tuition in Academy.....	\$12 00 to 16 00
Room-rent in College, per year.....	6 00
Contingent expenses, per year.....	2 00
Board, room and fuel in Female Seminary, per year.....	100 00

Board can be had for young gentlemen, at the College boarding-house, at \$2 00 per week, or in good private families at \$2 50 to \$3 00 per week, exclusive of washing.

WATERS FUND.

The Rev. JOHN WATERS has donated to the College scholarships to the amount of more than forty-five years, to be bestowed at the discretion of the President and Faculty, on worthy young men preparing for the ministry. The fund is already more than half consumed, while the need of a fund for such purposes, still more ample, is constant and increasing.

For the accompanying elevation, plans and measurements, the writer of this article is indebted to the courtesy of the Architect, CHAS. ULRICSON, Esq.

GIVE your child a sound education. See to it that his morals are pure, his mind cultivated, his whole nature made subservient to the laws which govern man, and you have given what will be of more value than the wealth of the Indies. You have given him a start which no misfortune can deprive him of. The earlier you teach him to depend upon his own resources, and the blessing of God, the better.

NORMAL UNIVERSITY.

THE CORNER-STONE LAID.

ALTHOUGH the appointed orator of the day, and other distinguished men whose presence was expected, failed to arrive, it was deemed best on Tuesday to proceed with the work of laying the corner-stone of the Normal University building. The day was fine, although rather cool, and a little breezy.

A very considerable number of our citizens, in twenty or thirty vehicles and on foot, left town at about 2 P.M., and continued assembling on the University grounds until the ceremony commenced. Quite a number of ladies were in attendance.

We found the work upon the foundation advancing quite rapidly and already well forward. The wall is being built of Joliet stone, upon a base of concrete, formed of gravel and cement, four feet wide and perhaps a foot deep. This mixture soon becomes almost as hard as rock, and forms an excellent base for the thick wall which is being reared upon it.

The corner-stone is at the southeast corner of the building, just above what will be made the surface of the ground at that point. It is a large piece of Joliet stone, cut to form the entire corner of the wall, and with an excavation in it to receive a tin box of some twelve by six inches square and six inches deep. A somewhat smaller stone rests upon this and covers the excavation.

At about three o'clock, Dr. REX, of the State Board of Education, called the assembly to order, and, after a few remarks on the importance of the institution to the people of the State, called upon Rev. H. J. EDDY, of the Baptist church, who offered an appropriate prayer for the Divine blessing upon the enterprise. Dr. REX apologized for the unexpected absence of Hon. S. W. MOULTON, and introduced Rev. A. EDDY, of the Second Presbyterian church, who deposited in the box a copy of the Scriptures.

Mr. EDDY quoted the adage that knowledge is power, and spoke of the triumphs of the human intellect in the settlement of our vast prairies, in the construction of the iron roads which traverse them, and in every department of science and art. But knowledge, like an engine without an engineer, would be an instrument of evil unless guided by moral power. He held in his hand the basis of all moral power, and the only sure basis of our prosperity as a people—the Bible; and he placed it in this stone as a testimony that the Christianity of the Bible was the foundation of this edifice, and the foundation of the education to be given here. With the expression of the hope that God would give power to the Bible to speak to all the pupils who might in future

years be educated within these walls, and that the institution would bless its founders and donors by the good it would do, Mr. EDDY closed his brief but eloquent address.

Hon. W. H. POWELL, State Superintendent of Public Instruction, deposited a copy of the School Laws of Illinois, a Report of the late Superintendent, and a Circular of the present officer. Mr. P. paid a compliment to the law establishing the Normal University, declaring it to be very much the best ever passed in any State in the Union for a similar purpose; and mentioned that the distinguished School Superintendent of Canada-West had expressed the same opinion of it in the most enthusiastic terms. Mr. P. trusted we should have such an institution here as no other State possessed.

Prof. WILKINS read the following letter from Ex-Gov. MATTESON :

SPRINGFIELD, Ill., Sept. 28, 1857.

N. W. EDWARDS, *President of the Board of Education of the State of Illinois:*

I received your kind letter asking me to be present and lay the corner-stone of the State Normal University at Bloomington on the 29th instant.

It would give me great pleasure to be able to do so, but the pressure of business upon me at this time will prevent my being present.

Allow me to assure you that you have my cordial good-will toward the promotion of the object you seek to advance.

The elevation of the masses to a higher standard of intelligence, that all may stand upon an equal platform in governing and being governed, is a *privilege* and a *duty* that I look upon as almost divine.

A start has been made in the promotion of this great object, and very much depends upon the action of your Board, whether the beginning so well begun produces the benefits anticipated.

I *trust* you will have the coöperation of the State in aiding you in this great work.

J. A. MATTESON.

The list of contributors to the institution was deposited by J. W. FELL, Esq., who remarked upon the vast importance of popular education, and said that the great educational want of the State was *educators*, to supply which, the Legislature had passed the excellent law establishing this institution. It contemplated a wider scope than an ordinary Normal School. He hoped to see it developed into a complete University, and to see an agricultural school made a part of its system, with a model farm connected with it and located upon a part of the beautiful tract of land donated with the site. He hoped we would cherish and support this institution as the dearest institution of our city, of our county, and of our State.

Prof. HOVEY, Principal of the Normal University, deposited copies of the *Illinois Teacher* containing the proceedings of the State Board in reference to this institution since its establishment. He also deposited two lithographic views of the building as it will appear when completed, together with the names of the architects and builders, etc. He traced the history of the institution, stating that the project was started by the common-school teachers of the State in their Teachers' Association, some three years since. They saw that, too generally, the teachers of the State were not qualified for their profession, and they determined to ask the Legislature to establish an institution to educate teachers.

At their last annual meeting they appointed a committee, Messrs. SIMEON WRIGHT, A. W. ESTABROOK, and D. WILKINS, to attend the Legislature and urge the matter upon them, and it was greatly owing to the indefatigable efforts of this committee, aided by the late and present State Superintendents, that the bill received the sanction of the Legislature. The auspices have been thus far favorable to the institution, and he trusted its future would equal its past.

Dr. ROE (of the *Illinois Baptist*) next deposited in the box copies of the daily and weekly papers of Bloomington, Springfield, Chicago, Alton, Peoria, and other important points in the State. He made a humorous and eloquent speech, saying that the press of Illinois, as the artist said of HENRY CLAY'S mouth, could speak for itself; and as he saw four representatives of that press present, besides himself, it was not necessary to say much in its behalf. He saw a 'chiel takin' notes', and supposed we would all find ourselves in the *Pantagraph* in the morning. He regarded the press and the school-house as the two great engines of education, and he hardly knew which to put first. The schoolmaster got possession of us first, but soon handed us over to the editor, and we *never* got clear of *him*. He held the ferule over us all our lives, and he came to us at our business and at our firesides, and lectured us on morals, and politics, and science, and every thing. It was proper, then, to deposit the newspapers of the State in the corner-stone of this great educational institution.

After some humorous remarks about the alleged fondness of editors for telling lies, and the thorough knowledge they are supposed to possess on all subjects, the Doctor remarked he hoped editors would be educated in this institution, and so educated that they *should* know every thing, and should love truth and have the fear of GOD before their eyes instead of the fear of the President. He then paid some very high compliments to the daily press of Bloomington, both as to its mechanical and editorial departments—rather higher, we fear, than the community in general would indorse in full.

Then followed some well-deserved compliments to Bloomington and the lovely country of which she is the centre. The Doctor closed by remarking that he would have been proud to have had an active part in establishing this institution, or in providing the funds for it. As he had not been able to do that, he was proud to have been here to-day to speak a good word for it at least.

The box was then closed, and thoroughly soldered up by Mr. JOHN DEITRICH, and was deposited in the cavity by Dr. REX. The remainder of the cavity was filled with dry sand, and a good bed of cement being spread on the lower stone, by Mr. LOBURG, one of the contractors, the upper stone was laid in its place by Judge MERRIMAN, of the County Court, and, after being duly adjusted by him with the level, the ceremony was declared completed. Rev. Mr. TAYLOR, of the Congregational church, pronounced a benediction, and the assembly dispersed, each one, we doubt not, joining in the hope expressed by Dr. REX, that we might all meet before long at the dedication of the finished building.

Bloomington Pantagraph.

EDITORS' TABLE.

UNEDUCATED CHILDREN.—The New York Board of Education estimate the number of children, in that city, who are not partaking of the benefits of public instruction, at about thirty thousand. Ample provision is made for the thorough training of every child of school age in the city; the schools are in a state of the highest efficiency; yet nearly thirty thousand children who should be *within* are continually *outside* the circle of their beneficent influence; growing up amid the crime, temptation, poverty and wretchedness so rife around them, unprotected by those moral and intellectual motives and safeguards their exposed position so imperatively demands. It is a sad subject of contemplation—sad for humanity, sad for the country.

Nor can we borrow much consolation from outlooks in other directions. Cincinnati with its 8,000 uneducated children, Chicago with its 3,000, and the multitude of other towns and cities which contribute their hundreds and thousands to swell this formidable force, forbid us to indulge in any Utopian reflections. Even the 'rural districts' refuse to come to our rescue; for there is scarcely one in the United States that is not largely represented in this fearful array of uneducated youth; scarcely one that does not witness a most lamentable waste of the time and golden energies of its children.

Here is not only a grand obstacle in the way of our school systems, but probably the great danger to the peace and prosperity of the country, and to the perpetuity of our republican institutions. It can never be a matter of indifference to any lover of his kind that one child out of every ten or a hundred in the United States is growing up in the dark thralldom of ignorance; to the patriot it must afford just grounds of apprehension. Were statistics gathered upon this point, were the list of school absentees throughout the length and breadth of the land thoroughly canvassed and published, we apprehend it would present the most startling aggregate of numbers ever collected in this or any country.

The facts of the case are bad enough of themselves, but they borrow an intensity of painful interest from the general indifference with which they are received. Let there be the slightest fluctuation in the New-York money-market, and immediately every nerve in the great net-work of business throughout the land is tremblingly alive to the tidings. Let the pork-packing firm of Salt & Co. become insolvent, with liabilities to the amount of \$30,000; instantly every telegraph-wire flames out the intelligence, and the popular press puts out its extra announcing it. But how is it with those 30,000 young souls and *their* liabilities? Are the telegraph and the newspaper put into

immediate requisition when the New-York School Authorities proclaim that so many immortal minds are, most of them, going untaught, untrained, untended, uncared-for? Is the fearful news flashed forth in thunder and in flame over every neighborhood and into every heart? No, for it is not generally regarded as *fearful*, or as *news*; it is not *interesting* and will not be heeded. It will not pay to telegraph such matter as that; the 'fast' city press oversteps and overlooks it, and it is only some educational journal or slow provincial paper that gives it its limited currency. Yet look at it: so many souls, so many dollars; so much interest in the money, so little in the mind! Mr. A. finds a stale paragraph chronicling the fact, traveling by easy stages, from this to that obscure newspaper; he inwardly congratulates himself that he is not responsible for such a state of things, for his children are constantly at school. Mr. B. pharisaically acquits himself of all blame, for he pays his school-tax. Yet the responsibility and blame lie some where; and it is a very narrow reading of the selfish code of *meum* and *tuum* that makes the payment of a few dollars tax a full absolution from those duties of care, personal oversight, and influence, which every citizen owes to the cause of education, and to those upon whose shoulders he will, one day, cast the mantle of that citizenship which now so grandly and bountifully circles him round.

We know not that we are more of a desponding nature than others; that the atrabilious element mingles with our circulation in any undue proportion; yet we will confess that, as we seriously reflect upon this subject, we find it wrapped up in gloom and difficulty. When we think of the inexorable condition on which social safety, rational liberty, and the countless human blessings consequent thereon, are accorded to man; and when we see how loosely the most important of these conditions are met, we are not permitted to regard the prospect as at all cheering. We know that the young life of our country has in it an element of intense and tough vitality; that its recuperative power still vastly overbalances those destructive agencies which so vigorously war against its well-being. In fact, were it otherwise, so formidable have its assailants become, it would ere now present a more diseased and debilitated spectacle. But is the law of continuation apparent from this? Can we securely fold our arms and leave the battle to be fought out alone by this inherent intensity and toughness? We think not. Something must be done, and quickly, for the danger comes on with vast strides. Every hour swells the terrible ranks of the enemy.

What that something is we have not the ability to devise. We would merely indicate the necessity for immediate and earnest action. This necessity presses with full force upon educators throughout the land. It is a problem as difficult and urgent as any they may be called upon to solve. It makes an impressive appeal for abatement and remedy to legislators and statesmen; it is as well worthy their thought, and toil, and time, as any other question of public policy whatever. Other interests and issues *may* claim their efforts; *this does*. There *may* be danger to the country in other directions; in this there *is* real danger, capable of demonstration, susceptible of prediction; for every man who grows up and continues in the darkness and slavery of mental

and moral bondage is a *potential* foe to all that is best in the theory and practice of our government.

We present an extract to show that this non-attendance of children upon school is not confined to the United States. Other countries have had to encounter the difficulty, have had to legislate for it; and, while we are not prepared to assent to the principle of compulsory education as a matter of policy in the present state of our school systems, still, we are not sure but that, in any event, such a course is better than the 'let-alone', free and easy, voluntary, and, we were going to say, destructive system now pursued.

COMPULSORY EDUCATION.—In many of the European States parents are compelled to send their children to school. In Prussia absentees are liable to full school fees, and a fine or a day's labor in compensation. In Saxony nothing is an excuse for absence from school but sickness, and attendance is compelled by fine and imprisonment. In Hanover the ecclesiastical authorities are charged with the inspection of schools, where every child from the age of six is required to attend, unless sufficiently instructed elsewhere. In Bavaria no child is allowed to leave school till it has arrived at the age of twelve years, and then not without an examination and a certificate, which is necessary to apprenticeship and marriage. In Austria all the children, from the age of six years, must go to school till they are twelve years of age. A commissioner from the French Government, who has been examining the school systems of Germany, urges the necessity of compulsory instruction—of some system which shall compel the attendance upon instruction of some kind of all the children of the State. If it is wise in the State to take authority out of parents' hands, it is in such a case as this. Education makes the citizen, and the evils of ignorance, or a misdirected education, do not fall simply upon individuals, but are entailed upon society.

To the foregoing may be added Boston, which has a truant or absentee law in force that has, by its fruits, commended itself not only to the tolerance, but the judgment, careful consideration and earnest well-wishes of the sturdiest republicans, of the most strenuous advocates for the largest liberty. c.

OBJECTIONS AGAINST TEACHERS.—The objections occasionally urged by school-officers and others against teachers often exhibit wondrous wisdom and insight. *e.g.:*

A Director was once asked how he liked a certain teacher. He replied, "Very well, as to bringing on scholars in their learning; but he has some singular notions about the school-room. Only think, he won't let them spit on the floor, *as if it was made for any thing else than to be spit on!*"

Another *authority* was visiting a school, upon a certain occasion. He opened a spelling-book near the end, where several columns of proper names were given, divided into syllables. His eye fell upon the word A-dam. He was a stickler for the moralities; and this was a terrible revelation of profanity. With horror in his countenance, he exclaimed, "My gracious! just look a-here! But you shan't teach the scholars any longer to curse and swear, *any* how;" and with that, he thrust the book into the stove and stirred coals of fire upon its devoted head.

We once heard it objected to an intelligent teacher that he wasted a great deal of time, for he would never proceed with school-business unless there was perfect stillness in the room; that he would often make a class re-take their seats because they did not rise simultaneously when the signal was given, and that he was too particular about having his scholars 'toe the mark'.

The writer was once submitted to the terrors of a rather excited 'district' meeting, because he would have his pupils sing songs to the tune of 'Yankee Doodle', 'Old Dan Tucker', etc., and because he 'taught rethmetic without a book'.

Not a thousand miles from the place where this is written, a most skillful teacher was dismissed from a school which he had in an admirable state of discipline and proficiency. One of the principal charges against him was, that he taught grammar without a book. The writer was invited to become this teacher's successor, and he visited the town 'to see about it'. The first question propounded to him by the County Commissioner was, "Do you teach grammar without a book?" We remarked it had been our custom to do so, with classes commencing the study. "That is enough," replied our County Commissioner, "I have been *a teacher of an academy myself* for many years, and I never had the presumption to suppose that I knew more than the man who wrote the grammar. We must have a teacher who will not set himself above the books." We took the hint and left on the next train.

School-officers and patrons, it might be modestly suggested, often need information in regard to methods and means of teaching, as well as the school-master himself. It would do *them* no injury to visit Teachers' Institutes, and good schools.

c.

INSTITUTES.—We learn from some of our State exchanges that, at the recent meetings of Supervisors, some County Boards made liberal appropriations for the support of the County Institutes this Fall. Bureau county, as usual, stands in the front rank in this as other educational matters. She vindicates her right to the advanced position she holds by donating seventy-five dollars for the support of an Institute. Warren county made a liberal appropriation for her Second Institute, thereby enstamping upon the enterprise her emphatic approval. Other counties, whose names have not been sent us, but which we should be pleased to write in letters of light, have done nobly also to advance the standard of education in their midst.

All honor to them for this! They are 'casting their bread upon the waters'; and if they find it not after *few*, they surely will 'after many days'. They will be largely recompensed for their generous pecuniary expenditure in half of Institutes.

Would that we might be able to chronicle a similar state of things of every county in Illinois this Fall! But the time will come when this too may be done. The day is not far distant for it. As surely as we are making advances in education such as are paralleled in few other States or countries, so surely will this come before the lapse of many years.

c.

A SUGGESTION.—The cause of popular education might be advanced, we think, if there were an educational department opened and properly conducted in one or two newspapers in every county in the State. The initiatory steps in this matter are quite plain, either thus or otherwise: Let the several County Teachers' Associations appoint some active, interested teacher as Editor of such department in each paper. Of course, the person honored with an appointment of this kind would not 'slumber at his post', but press his best thought and energy into the work—to give it character and efficiency. This would add an attractive feature to any journal; and, we apprehend that there are few newspaper proprietors in Illinois who would not gladly give a portion of their columns for such a purpose. Weigh the suggestion, teachers; if it is good for aught, try it in practice.

c.

THE SWEDISH GOVERNMENT is actively engaged in establishing a comprehensive system of free schools. The system shall embrace all the advantages and improvements attained in countries where free schools are in most successful operation.

An agent of the Swedish Superintendent of Public Instruction, now in New York City, has received orders to forward full information in regard to the schools of this country. In compliance with a portion of these instructions, complete samples of the different articles of furniture used in the best American schools have been ordered from the establishment of JOSEPH L. ROSS AND SONS, of New York.

Thus it is that the cause of popular education extends and is bound to extend. c.

A QUERY.—Inasmuch as it appears to be impossible, at the present time, to procure competent teachers for all the schools of our State, we should like to inquire whether it were better to permit a person grossly incompetent, morally as well as intellectually, to assume the sacred functions of teacher, or to close the school-house door against him, suspend the school for a season, and let the energies, pecuniary and other, of the authorities of such schools be devoted meanwhile to the procuring or qualifying of one who should be sufficient for the work? Is the 'half-loaf-better-than-no-bread' principle as safe in mental as in physical concerns?

Much may be said on both sides of this question. Let the interested answer it according to their convictions. We should like to see the subject discussed.

NEW SCHOOL BUILDINGS.—A stately edifice has been added to the number of beautiful school buildings in Peoria, this season, at a cost of \$10,000 or \$12,000.

A handsome and commodious school-house is nearly completed in Chilli-cott, Peoria county. The schools of that village will henceforth be conducted upon the Union principle.

A gentleman, who has traveled extensively through the State the present season, informs us that the number of new school-houses in process of erection and completed this year in Illinois is very many times greater than that of any previous year. They are mostly all fine, many of them splendid buildings, and are designed for the accommodation of graded schools. c.

A GOOD MOVE.—The Supervisors of Bureau county, at their late meeting, voted to pay the School Commissioner \$300, as a consideration for his visiting all the schools of the county and paying increased attention to their interests, during the ensuing year. We shall not be surprised if we hear great things of the schools of Bureau county, in future. c.

MR. RICHARD EDWARDS, formerly of Salem Normal School, Massachusetts, has accepted the principalship of the St. Louis Normal School, about to go into operation. Salary \$2,500.

His successor at Salem is not yet announced.

PLACE AND TIME OF MEETING.—The place selected for the next Annual Meeting of the State Association is well chosen. It is central and accessible. The citizens of Decatur tender a warm welcome and substantial hospitalities to all who attend the meeting. Let there be a grand outpouring of the *corps pedagogic*.

Those who attended the meeting of the Association last year will remember that it was voted to hold the next meeting the week after Christmas, commencing on Monday evening, December 28. The notice of the Executive Committee in another place is framed with reference to this. Let our readers bear in mind the change of time. c.

REPORT OF SUPERINTENDENT OF PUBLIC SCHOOLS, CINCINNATI, OHIO.—We have received the able and elaborate Report of the Superintendent of Schools, Cincinnati, Ohio, for the year ending July, 1857. It is a valuable document, both in its local and general aspects. Theories of education and methods of teaching are discussed with masterly point, vigor and originality. It would gratify us to be able to notice this report more in detail this month; but we are compelled to be thus brief. We will, if possible, turn to it again. c.

PORTRAIT OF DR. ARNOLD.—There are few teachers who will not be gratified to learn that a finely-executed lithograph of Dr. ARNOLD, of Rugby, has been prepared and is circulating extensively among the friends of education in this country. WM. L. GAGE, Editor of the *New Hampshire Journal of Education*, during his recent tour in Germany, had the plate prepared for him, by an eminent artist of Berlin. The picture is 18 inches by 15; is dedicated to the Teachers of America; may be procured by forwarding ten three-cent postage stamps to Mr. GAGE, Manchester, N. H., and should adorn the walls of every teacher's study or school-room in the land. c.

PENNSYLVANIA SCHOOL FOR IDIOTS.—A farm of fifty acres has been purchased for the location of this institution, at Media, Pennsylvania. The building is to be erected this season, and will be capable of receiving one hundred and fifty pupils. Thirty-six have been under instruction; and it is a matter of encouragement that *several have so far recovered as to be able to enter the common schools*. The Legislature regard the enterprise in something other than the light of experiment, for they have appropriated \$20,000 for its support. c.

A REQUEST.—Will the teachers and friends of education, in the several counties of this State, please keep us advised of educational movements in their vicinity? We desire brief items, such as as may be communicated in a few minutes. We have no disposition 'to trespass upon the time of our friends: we would hereby only make a slight draft upon the *interest* which we are assured they feel in the *Teacher*. c.

FIRST SESSION.—The Normal University opened on the fifth of last month, with forty-four students, mostly from the middle and southern counties. This is a much larger number than was expected.

END OF THE VOLUME.—We are nearing the end of the third volume of the *Teacher*. Another number will bring it to a close. Now is a most favorable time for renewing and commencing subscriptions. Will our subscribers act promptly and efficiently, as usual? *Verb. sap. sat.*

PHILOSOPHICAL INTERPRETATION.—A 'down-east' school-boy draws out the *latent* beauties of SHAKSPEARE at the following rate:

Shakspeare—"Trifles, *light as air*, are to the jealous confirmations strong as proof from Holy Writ."

Boy—"Trifles, *fifteen and a half pounds to the square inch*, are as good proof to jealous folks as a verse in the Bible."

Let the critics take due notice; that boy will be among them, one of these days.

NEW JERSEY NORMAL SCHOOL.—We learn, from a friend in New Jersey, that the State Normal School has opened its session, this season, under the most propitious auspices. There are over four hundred pupils in the Normal and Model Schools; and the new building, found to be necessary to meet the wants of the institution, is rising rapidly to a completion. c.

EXAMINATION.—We learn that there was a sharp competition among the candidates for admission to the Normal University, at the recent examination in Chicago. Four young ladies were admitted from that (Cook) county. c.

MINNESOTA.—The organic act of this territory grants to it, upon its becoming a State, *two* sections of land in every township—double the quantity usually granted to new States. There is a bright day ahead for the schools of Minnesota.

THE difficulties at Knox College approach a solution. Committees were appointed at a recent quite friendly meeting of the Board, to recommend candidates for the Presidency and the Professorship of Rhetoric. Meanwhile President BLANCHARD will continue to officiate as usual, and Rev. J. W. BAILEY as Professor of Rhetoric and Moral Philosophy.

ELECTED.—D. WILKINS has been elected Superintendent of Public Schools for the City of Bloomington, *vice* O. T. REEVES, Esq., resigned.

NEW ADVERTISEMENTS.—In our advertising sheet may be found five new pages devoted to the publications of W. B. SMITH AND Co., of Cincinnati. The reader who is curious to know what this great western publishing house has to say and to offer will be gratified by turning to those pages.

OBEDIENCE is our universal duty and destiny; wherein whoso will not bend must break. Too early and too thoroughly we can not be trained to know that *would*, in this world of ours, is as mere zero to *should*, and, for the most part, as the smallest of fractions even to *shall*. CARLYLE.

NOTICES of Books and Periodicals are unavoidably omitted this month.

MARRIED.

IN PEORIA, ALEXANDER MCCOY, Esq., and Miss S. J. MATHEWS, both of that city.

Miss M. was a successful teacher, and won for herself an enviable reputation in the profession. May she be as happy in her present sphere as she was successful in that recently occupied by her.

OBITUARY.

DIED, in Galesburg, September 27, CLARA A. CHURCHILL, wife of GEORGE CHURCHILL, Esq.

"Heaven snatches from Earth the loveliest flowers."

IN LYNN, Woodford county, Illinois, September 18, Miss EMILY JANE DAVISON, aged 17 years and 9 months.

She was the daughter of S. R. DAVISON, Esq., and had been a teacher the last two summers. She was a member of the Baptist church, and in her life was seen a commendable example of early piety and usefulness. G. S. B.

THE ILLINOIS STATE TEACHERS' ASSOCIATION

WILL hold its Annual Convention at Decatur, December 29, 30 and 31. The Order of Exercises will be as follows, viz;

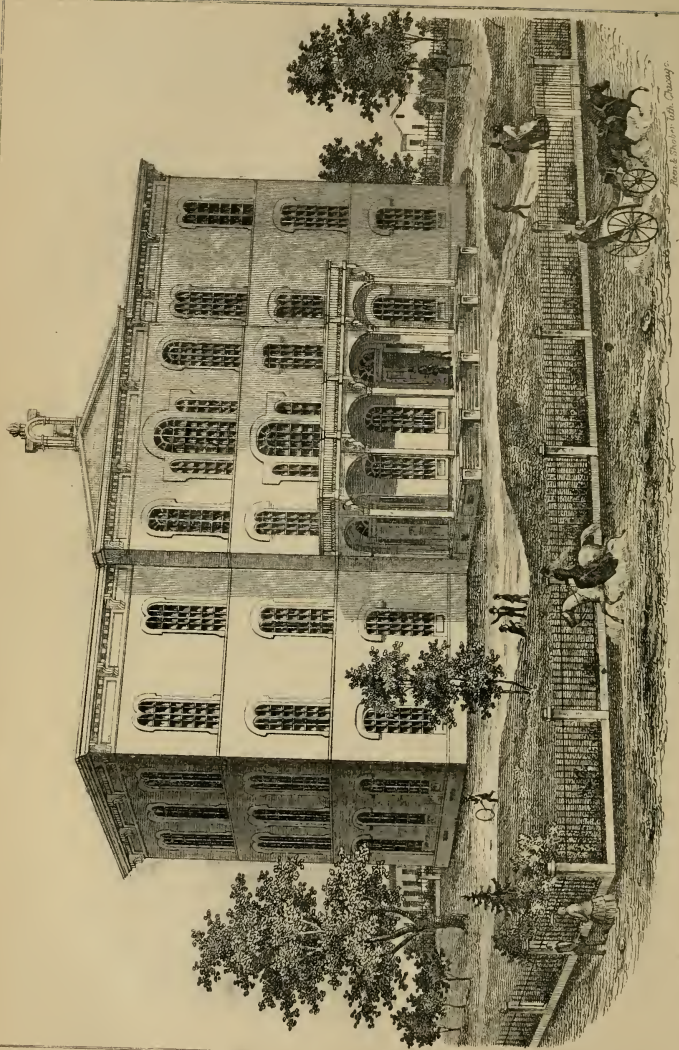
Monday Evening, December 28, 7½ o'clock—Reading Constitution and By-Laws, followed by an Address by S. WRIGHT, Esq., President of the Association.

Tuesday Morning, 29th, 9 o'clock—Report of the Board of Education; appointing Special Committees; Reports of Standing Committees; Miscellaneous Business. *One and one-half o'clock P.M.*—Miscellaneous Business resumed for half an hour. *Two o'clock*—Essay by Professor O. SPRINGSTEAD—*Subject*, 'Oral Instruction'; followed by a Discussion—'Ought the Pupils of our Public Schools to be furnished with books at public expense?' Miscellaneous Business. *Seven o'clock*—Miscellaneous Business resumed for half an hour. *Half-past seven o'clock*—Address by Professor H. D. STRATTON—'Commercial Education, as a branch of Common-School Education'.

Wednesday Morning, 9 o'clock—Reports of Special Committees; Essay on 'Primary Teaching'—Miss YOUNG. *Half-past ten o'clock*—Address by C. C. HOAGLAND, Corresponding Secretary—'School Supervision'; Miscellaneous Business. *Half-past one o'clock*—Miscellaneous Business resumed for half an hour. *Two o'clock*—Essay by W. S. POST—'On Relation of Parent, Teacher and Pupil'; 'History of Illinois Schools', by Professor D. WILKINS; followed by an Address by Professor J. F. EBERHART, on 'Normal Institutes'; to be followed by a Discussion—'Coeducation of the Sexes'. *Seven o'clock*—Address by Hon. HORACE MANN—'Normal Schools'.

Thursday, 9 o'clock A.M.—Discussion of previous subjects. *Ten o'clock*—Address by Professor BLANCHARD; followed by an Essay by Miss ———. *Half-past one o'clock P.M.*—Election of Officers; followed by lecture from Professor O. C. BLACKMER, showing the 'Best Method of Teaching the Alphabet'; Discussion. *Seven o'clock*—Discussion resumed for half an hour. *Half-past seven o'clock*—Address by Professor W. TILLINGHAST—'Music'.

Names of Lecturers and Essayists are published so far as heard from. Others will be announced in our next.



From a Sketch by A. B. C. C. C.

UNION SCHOOL HOUSE, NILES, MICH.

ILLINOIS TEACHER.

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THE COMMON SCHOOLS OF ILLINOIS.

BY A. W.

PERHAPS there is not a State in the Union in which the teachers possess more zeal, energy, and perseverance, than those of Illinois. Their 'praise is in all the churches'. We have no disposition to detract from it, but would magnify it more and more. We have partaken of their hospitalities, shared in their festivities, and spoken with them in their councils. Every where they did themselves honor. We saw rivalry without the alloy of jealousy, ambition without selfishness, zeal without fanaticism; and augured that the educational policy of the Prairie State was propitious.

But, it must always be remembered that those who are seen on public occasions are the choice ones of the profession; that the great majority, who always keep away from the teachers' gatherings, are birds of another color. Hence, in the midst of exultation and congratulatory assurances, our feelings must be tempered by grave contemplations of a work yet unaccomplished, the success of which is yet problematical. While the Illinois State Teachers' Association is justly a source of pride to its members, occupying, as it does, a front rank in the educational field, there is a rank and file of teachers which it does not represent, for which it can not act, which yet constitutes the force that operates the common-school system of the State, or, at least, its principal part. The law is very precise in defining their qualifications, but a very large proportion of the teachers do not come up to the standard. The tendency of this state of things is, to keep the schools inferior and unworthy of confidence. Still, we suspect that both schools and teachers are better than the public sentiment demands.

Allowance must be made in all our criticisms upon the common-school system of Illinois, because it is yet in its infancy. Many of its apparent

blemishes and defects are incident to the inauguration of a new policy. Yet they are evils which should be corrected as promptly as possible. It behooves the educational men of the State to search them out, and apply proper remedies.

By legislation, alone, it is not practicable to create a proper school polity. Facilities may be provided, resources collected, and agencies established for their application; but with these the province of governmental operation terminates. The people must attend to the rest.

But in Illinois, as every where else, the tone of public sentiment is not high enough. The educational standard is too low, the knowledge too circumscribed which is required to be communicated in schools, and in the selection of studies too little regard is paid to their adaptedness to the pupil's taste and capacity. Some branches, geography, for instance, are studied to death, when they might be neglected till maturer age without disadvantage; while others are neglected which are more easy to acquire, more pleasing and practically useful.

The architecture of the school-houses often contributes to the demoralization of the schools. It may be thought that in places destitute of them poor buildings are better than none. This opinion we will not dispute. But when a school edifice is to be erected, it is a wretched policy to disregard architectural perfection, or to tolerate discomforts which a good householder would not permit in his own residence. It should be elegant and convenient; fit for human beings to occupy, not a mere herding-place nor a prison. Ventilation should be provided for, also proper warmth, and every other necessity. Seats and desks should be wrought, and separate, so that several scholars shall in no case be seated close to each other. The location should be in the most healthy and beautiful spot in the neighborhood, even though it should not be a place geographically central.

The selection of teachers is a matter vastly more important than is supposed. Where a low state of sentiment exists in relation to educational matters, candidates will be preferred who most consistently enact the sycophant and the demagogue. The question is asked ten times how a school is disciplined to once how it is taught. It is true that much instruction can not be given without the presence of salutary discipline; but a healthy public sentiment in a neighborhood will always perform more than half the work of 'governing a school'. But where this does not exist the order is generally deranged, and, though it should be kept up by a *quasi*-military discipline, will be prone to be superficial. Scholars under such circumstances would make indifferent progress.

Teachers should not be chosen, like Presidents, for their 'availability', but for their worth. It is not enough to have them proficient in the branches taught in school; they should be familiar with sciences that seldom are introduced into the school-room. A well-instructed mathematician is best qualified to teach arithmetic and algebra; and a person versed in history is a better teacher of geography. A teacher with a thorough education will communicate much important and necessary information which pupils can not find in text-books.

Another requisite, too generally neglected, is, that persons should be selected as teachers who are competent to bear responsibility. Necessarily, as in law, the teacher stands, to some extent at least, *in loco parentis*—in the parent's place. It can not be an exorbitant demand to require that those employed in giving form and direction to juvenile mind should themselves approximate in some reasonable degree, in their own experience, to that of the persons to whom God and nature have confided that office—THE PARENTS. Teachers thus qualified will educate [lead on] their pupils in very deed, feeding them with moral and intellectual nourishment suitable for them, at their peculiar age and necessities. The employment of boys and girls, immature in years and experience as they must be, can not be too greatly deprecated. It should seldom be permitted. No person should vicariously occupy a parent's place who has not by maturity, not to say experience, developed the parental character.

But teachers properly qualified are not often to be found prepared to the hand. Nor can they be imported in any considerable numbers. Though Illinois pays better for their services than educational boards in the older States, she can not, by so doing, obtain them. The teachers eastward are not, in respect to endowments, so far in advance of the West that a liberal conscription can be afforded for this region. Only those will come hither who are enterprising above others, and those who can not obtain a comfortable livelihood at home. And granting, for the sake of argument, that all who graduate at the eastern normal institutions are the *matériel* wanted for teachers, though they should all emigrate to Illinois, they would be but as a drop in the bucket compared to the number needed. It is good policy for the friends of the educational interest to give a cordial, and even a flattering welcome to those of the profession immigrating into the West. But Illinois should supply the great body of her teachers from her own population, and not be 'missionary ground'.

The most feasible scheme for the commencement of this undertaking, without doubt, is the establishment of a Normal University* totally distinct from any other educational institution. We do not imagine, however, that of itself alone it could accomplish much in the way of qualifying teachers. The enterprise would be about as rational to establish a pond for the artificial breeding of fish with which to populate the ocean. But it would begin a work which the counties and townships could follow up, by the founding of seminaries and departments for similar instruction. The most successful teachers in our knowledge received their education at common schools. But they used diligence to increase the fund of information acquired there. It can not reasonably be expected that public schools will, to any very general extent, supply qualified teachers; yet they would do this to an increased degree if good institutions for normal instruction existed in the vicinity and throughout the State. The increased excellence of the schools

* The above was written before the author had learned of the establishment of such an institution as he recommends.—c.

would enable them in such a case, far more than at present, to give the suitable education.

Upon the question of text-books we are not partisan. We are advocates of uniform series in limited sections of territory, as school-districts and cities. But beyond this we are opposed to every thing savoring of monopoly. Let enterprise have the field for competition. A uniform religious creed and worship might as well be imposed upon the people of the State as uniformity of text-books in schools.

But we would materially modify the course of studies. A person finishing his education in the common schools should have acquired the rudiments of knowledge in the several departments of business. As a general rule, these are best attained at present by those who neglect school studies. The converse ought to be true. We would suggest to keep the nurselings at home, or to employ a school-district nurse to take charge of them. A child should not be sent to school to learn the alphabet and spelling. It is better to make these exercises a part of the sport at home. When they do come, however, let them be furnished with slates on which to learn to write, draw, and compute numbers. Let every pupil study history; and abolish most of the classes in geography, postponing the teaching of that science till maturity of age and familiarity with history and newspapers aid the learner to remember places by the association of ideas with them. Physical geography should be carefully mastered. Instead of wasting time on the rules of grammar, the pupil should be drilled in their application in the exercise of composition. Book-keeping and letter-writing should be taught with penmanship. Let the teacher occasionally lecture his scholars, and require them to take notes of his discourses. The elements of natural philosophy, chemistry, geology, physiology, botany, etc., and as much more as practicable, should be taught. Begin each day with some exercise which will be generally attractive, not announcing beforehand what it will be, so as to stimulate the tardy to punctuality, and obviate truancy.

A news periodical should be taken in every school. It should contain also a price-current. The monthly summary in *Harper's Magazine* will answer very well; and there could be opened a specific department in the *Illinois Teacher*. Be this as it may, provision should exist in every school to furnish the current intelligence of the day. This would obviate much of that simplicity or 'greenness' attributed to children attending school.

But all this perfecting of machinery, etc., is not sufficient to effect the desired end for the common schools of Illinois. The public sentiment requires a change more radical than any which we have proposed. A large share of the population is composed of people of foreign birth or extraction. Their ideas naturally take the form impressed by the institutions of countries where they derived their origin. Hence, in townships and districts where the most of the children are of foreign parentage, it is almost impossible to create much interest in schools, or obtain pupils except in the simple and elementary studies. As time passes on, there will be an American sentiment diffused, and with it an

expanded ambition. Then the tendencies will be upward, provided such is the case elsewhere. But large bodies move slowly, often demanding much time and patience, not to say labor, in propelling them.

In many sections, where the people have been bred among our institutions, there also exists an indifference which retards the operation of our common-school system. Some times parents are too eager to obtain all of the time of their children which they can render profitable; and, more generally, they are prone to be destitute of any considerable sympathy with the attainments made or the labor performed in school. Hence, the pupils are too often left entirely to the care and skill of the teacher; no account being made of the time spent under his care. Children, generally, looking to their parents as 'the end of the law' to them, naturally prefer to interest themselves in employments which they are assured will meet with favor at home; and will neglect their studies at school.

Popular sentiment does not yet demand that the great body of our people shall be intelligent and well informed. To be sure, it is fashionable to compliment our yeomanry for their education, love of liberty, high social position, and other merits; but those who do so do not believe what they are saying. It is too prevalent an idea that a person unfit for other business will answer for agricultural employments, or the lower mechanical avocations. The sentiment is thus created that such labor is degrading, unrefining, and slavish. Enterprising young men abandon the farm and workshop for other callings, often more laborious, because thereby a broader field can be found for the exercise of the mind and the play of ambition. Those who are left to follow agriculture and the kindred mechanical pursuits, finding that they are shunned by the gifted, the talented, the refined, those who are high in social position, soon imbibe servile feelings themselves, and instill a sense of inferiority into the minds of their children. Making up the majority of the community, they compose the school-teacher's constituency; and it is not difficult to conceive what kind of a constituency they are. We do not declaim about 'Egypt', or any other locality. The darkness which we speak of is diffused over all parts of the State. There is not a county where an educational apostle will not find abundance of 'missionary work'.

In effecting the necessary renovation of public sentiment, there are many agencies to be employed. The first and most potential is the *Press*. Educational journals should be read by every teacher, school-officer, and, as far as possible, every parent. Those who can not find time for this purpose have not time to act in the capacity of teacher, school-officer, or parent. Some must undertake the labor of conducting and circulating these journals. There should also be prepared series of educational articles for the different public journals which are circulated in the State. They will be eagerly read, and will in due time yield their harvest.

Popular lectures, not heavy, prosy things, but efforts alive and instructive, should be given where there exists sufficient interest to warrant the enterprise. Who will do the work? Will the school-commis-

sioners? They are overtaxed already, wherever they attempt to do their work faithfully. If they should essay more, before long their names would be ready to be inscribed with 'the noble army of martyrs'. But many of them ought to do more than they now perform, or else resign the office. The teachers themselves could do the work, if moral independence, enterprise and professional ambition characterized the calling. They have a pecuniary interest to incite them which others have not.

The 'world' should be 'turned upside down', because the wrong side is up. It can be done by earnest men and women. Every person feeling an interest in educational matters should regard that interest as his 'seal of apostleship'. They who are willing and able to work to effect a noble achievement must do so, whether they are paid for it or not. In the long run a balance will be struck. We have no taste for cant, or prating about 'disinterestedness', 'self-sacrifice', 'devotion to the cause', etc.; but go in for the performance of what we can. The idea is prevalent that wealth is more valuable to a person than knowledge, and our people often think that most which is said about education is of little account. Those who believe differently and know better are comparatively few; but to them is committed the work of regenerating popular sentiment. One person alone can not do it all, but each can perform his part; and when one has commenced, others will find it easier to follow.

With a reformed public sentiment, we will obtain better teachers, better school-houses, better schools; and, in their train, better scholars, better education, and a better people. The generation following will, in a geometrical ratio, be better qualified to discharge their social and public trusts, to perform achievements in science and the arts, to enhance the comforts of life, to do the labor of the world and what devolves upon men to do. The false proverb that 'every generation grows wiser and weaker' will fall from memory. Then will be realized the golden day-dream of a period when every species of useful knowledge 'shall cover the whole land as the waters do the sea'.

SUPERIORITY.—If a teacher will both seem and *be* superior to his pupils at all times, in the school-room and out of it, he must make them believe that he is *better* than they. Not that he knows every thing, or is more learned than other men are, but that he is really and truly more honest, more conscientious, more loving, more industrious, more punctual; in short that he is, in every quality which makes and adorns the true man, a model for all around him. Thus, and only thus, can he attain to that superiority which makes him a monarch, beloved, obeyed, by all the little minds, hearts and wills for whom he labors.

Schoolmaster.

THE MANNERS OF THE MOTHER MOULD THE CHILD.

THERE is no disputing this fact; it shines in the face of every little child. This coarse, brawling, scolding woman will have vicious, brawling, fighting children. She who cries on every occasion, 'I'll box your ears'—'I'll slap your jaws'—'I'll break your neck', is known as thoroughly through her children as if her unwomanly manners were openly displayed on the public streets.

These remarks were suggested by the conversation in an omnibus—that noble institution for the student of men and manners—between a friend and a schoolmaster. Our teacher was caustic, mirthful, and sharp. His wit flashed like the polished edge of a diamond, and kept the 'bus in a roar'. The entire community of insiders—and whoever is intimate with these conveyances can form a pretty good idea of our numbers—inclusive of the 'one more' so well known to the fraternity, turned their heads, eyes and ears one way, and finally our teacher said:

"I can always tell the mother by the boy. The urchin who draws back with doubled fists and lunges at his playmate if he looks at him askance has a very questionable mother. She may feed him and clothe him, cram him with sweetmeats and coax him with promises, but if she gets mad she fights. She will pull him by the jacket; she will give him a knock on the back; she will drag him by the hair; she will call him all sorts of wicked names, while passion plays over her face in lambent flames that curl and writhe out of the corners of her eyes.

"And we never see the courteous little fellow with smooth locks and gentle manners—in whom delicacy does not detract from courage and manliness—but we say, 'that boy's mother is a true lady'. Her words and her ways are soft, loving, and quiet. If she reproves, her language is 'my son'—not 'you little wretch'—'plague of my life'—'you torment'—'you scamp'.

"She hovers before him as a pillar of light before the wandering Israelites, and her beams are reflected in his face. To him the word 'mother' is synonymous with every thing pure, sweet, and beautiful. Is he an artist? In after life, the face that with holy radiance shines on his canvas will be the mother's face. Whoever flits across his path with sunny smiles and soft, low voice will bring mother's image freely to his breast. 'She is like my mother', will be the highest meed of his praise. Not even when the hair turns silver and the eyes grow dim, will the majesty of that life and presence desert him.

"But the ruffian mother—alas! that there are such!—will form the ruffian character of the man. He, in turn, will become a merciless tyrant, with a tongue sharper than a two-edged sword, and, remembering the brawling and the cuffing, seek some meek, gentle victim for the sacrifice, and make her his wife, with the condition that he shall be

master. And master he is, for a few short years, when he wears the widower's weed till he finds a victim 'number two'."

We wonder not there are so many awkward, ungainly men in society — they have been trained by women who do not know or care for the holy nature of their trust. They have been made bitter to the heart's core, and that bitterness will find vent and lodgment some where.

Strike the infant in anger, and he will, if he can not reach you, vent his passion by beating the floor, the chair, or any inanimate thing within reach. Strike him repeatedly, and by the time he wears shoes he will have become a little bully, with hands that double to fight as naturally as if especial pains had been taken to teach him the art of boxing.

N. Y. Evangelist.

THE POET'S ANSWER

TO A LADY RESPECTING THE ACCOMPLISHMENTS MOST DESIRABLE IN AN INSTRUCTRESS OF YOUTH.

O'ER wayward childhood wouldst thou hold firm rule,
And sun thee in the light of happy faces;
LOVE, HOPE and PATIENCE, these must be *thy Graces* —
And in thine own heart let them first *keep school*.
For, as old ATLAS on his broad neck places
Heaven's starry globe, and there sustains it; so
Do these upbear the little world below
Of Education, PATIENCE, LOVE, HOPE;
Methinks I see them grouped in seemly show,
The straitened arms upraised, the palms aslope,
And robes that, touching, as adown they flow,
Distinctly blend, like snow embossed in snow.

O; part them never! If HOPE prostrate lie,
Love too will sink and die.
But LOVE is subtle, and will proof derive
From her own life that HOPE is yet alive.
And, bending o'er, with soul-transfusing eyes,
And the soft murmurs of the Mother Dove,
Wooes back the fleeting spirit and half supplies:
Thus LOVE repays to HOPE what HOPE first gave to LOVE.

Yet, haply, there will come a weary day,
When, overtasked at length,
Both HOPE and LOVE beneath the load give way;
Then, with a statue's smile, a statue's strength,
Stands the mute sister, PATIENCE, nothing loth,
And, both supporting, does the work of both.

COLERIDGE.

ILLINOIS COLLEGE.

PREVIOUS to the Annual Commencement of this institution which occurred July 11, 1855, the founders, patrons, alumni and friends of the College were invited to assemble on that occasion, in commemoration of the twenty-fifth anniversary of the founding of the College. A goodly number of the several classes of persons invited were present on the occasion. A very neat pamphlet of fifty-two pages has been published, containing the *Historical Discourse* delivered by President STURTEVANT, and several addresses delivered at a social *réunion*. The whole pamphlet will richly repay a perusal. The following sketch of the College is condensed from it.

The project of founding such an institution originated in the mind of Rev. J. M. ELLIS, who came to this State in the year 1826, as a missionary of the American Home Missionary Society. He resided at the time at Kaskaskia, and ministered to a small Presbyterian church then existing in that place. From the earliest period of his residence in the State, he became deeply impressed with the importance of a speedy movement in behalf of education; and he early commenced a system of efforts for the founding of a literary institution. Those efforts were continued through several years, and resulted in the founding of ILLINOIS COLLEGE, at Jacksonville.

The site which the institution occupies was selected for the purpose, in the year 1828, by Rev. J. M. ELLIS and Rev. THOMAS LIPPINCOTT. In January of that year these two gentlemen made a tour through what were then the extreme frontier settlements of the State, in the counties of Madison, Greene, Morgan, and Sangamon. The object of the tour was, to awaken an interest in the literary institution which Mr. ELLIS was endeavoring to form, and to select a suitable site for its location. It was then scarce three years since the stakes had been driven down among the prairie-grass to indicate the spot where Jacksonville was to be. The town had made but a very feeble beginning. But the attention of Messrs. ELLIS and LIPPINCOTT was strongly attracted to it by the intelligent interest manifested by the settlers in the proposed seminary, by the beauty and fertility of the surrounding region, and, perhaps most of all, by the unequalled site on which the institution is located. They were not long in coming to the conclusion that this site ought to be occupied by an institution of learning. They accordingly recommended to the friends of the proposed institution that this location be selected. It was selected accordingly, and a title to the land procured.

In the same year, a number of students of theology, connected with the Theological Department of Yale College, had entered into an agreement with one another to emigrate, as soon as they should be prepared

to enter on the work of the ministry, to some of the frontier settlements of the Northwest, and to devote themselves to Home Missionary labors. They had also determined to enter at once on the work of founding a college, which should grow up with the community from its infancy, and be a permanent fountain of learning and general intelligence. Their names were THERON BALDWIN, JOHN F. BROOKS, MASON GROSVENOR, ELISHA JENNEY, WILLIAM KIRBY, JULIAN M. STURTEVANT, and ASA TURNER.

Very soon after the organization of this band, they became acquainted with the plans of Mr. ELLIS, the results of the tour of Messrs. ELLIS and LIPPINCOTT, and the incipient efforts for founding an institution of learning at Jacksonville. A correspondence was entered into with Mr. ELLIS, the result of which was that this band of young men, with several others who afterward united with the association, selected Illinois as their home and the field of their labors in the Christian ministry; the plan of the institution proposed at Jacksonville underwent a thorough revision, and the present constitution of Illinois College was adopted.

In the Fall of 1829, THERON BALDWIN and JULIAN M. STURTEVANT emigrated to this State, charged with the duty of uniting with the friends of the enterprise here in constituting a Board of Trustees and making arrangements for commencing instruction.

On the 18th of December, 1829, a goodly number of the friends and patrons of the institution assembled, agreeably to a previous call, among the carpenters' benches and shavings of the building then in process of erection, and made choice of the Board of Trustees which has perpetuated itself till the present time. On motion of Judge HALL, then of Vandalia, well known to the literary world both before and since that time, it was resolved that the institution be called 'ILLINOIS COLLEGE'. It is supposed that Judge HALL made this motion without consultation with any one. Certainly that name had not been thought of by any of those who have been the principal actors in the history of the institution.

This name has led many to suppose that the College either is or has been a beneficiary of the State. This is certainly a great mistake. During the first five years after its organization all efforts to procure for it an act of incorporation were unavailing. The objection did not lie against this college in particular, but against all corporations. And when finally, in 1835, a charter was granted, to this and several other colleges in the same act, it contained a clause limiting the quantity of land which the corporation could hold to a single section. It also contained a clause forbidding the Trustees to establish a theological department. Both these restrictions have long since been removed.

On the first Monday in January the institution was opened for the reception of students. On that day JULIAN M. STURTEVANT, now the President of the institution, commenced his labors as a teacher in the College, with nine students, mostly in the first rudiments of an English education. Before instruction was commenced, the Scriptures were read; a few remarks were made on the dignity and importance of

the errand which had called us together: it was said that we had come together that morning to open a fountain for future generations to drink at: prayer was then offered to ALMIGHTY GOD for the smile of his favor.

The first class was graduated in 1835, consisting of two, one of whom was Hon. RICHARD YATES, well known as having twice represented this district in Congress, with great honor to himself and his constituents. Since that early day the annual succession has never failed.

The number of names appearing on the annual catalogue of this institution has usually been smaller than that of many other colleges in the West. There is, however, another fact pervading almost its entire history, which is often overlooked, and which must be taken into the account in order rightly to estimate its numbers: it is that the institution has been more select in its character—that is, more nearly confined within the proper sphere of collegiate education—than other institutions with which it is compared.

At one time it had neither a preparatory nor scientific department. During the greater part of its history its preparatory department has been confined to those acquiring the rudiments of the Latin and Greek languages, and of arithmetic and algebra, preparatory to entering the Freshman class. It has, for the most part, admitted none under fourteen years of age.

The chief reason why the institution has been subjected to these limitations is, that the Trustees have never wished to monopolize in the College all the departments of education. They have desired that female seminaries should grow up independently of the College, and accomplish their own appropriate work. With female education, therefore, they have never interfered. They have also wished that good preparatory schools should be multiplied in all the region around, and form, as far as possible, a part of our public-school system. They have, therefore, always desired to leave this work to be done, as far as possible, by the people of the surrounding region; believing that every village ought to have a school in which a youth could be well prepared for the Freshman class in this or in any other college.

As a consequence of the College having been steadily conducted on this principle, while the number on its catalogue for the current year will perhaps be one hundred and twenty (an increase, by the way, of some twenty over any former year), there are different institutions, male and female, in this place, which, according to the policy of many of our colleges, would be embraced in the College, whose combined numbers added to those of the College would scarcely fall short of Oberlin itself. The number of pupils in this place probably far exceeds that of any other town in the State in proportion to the population. Preparatory schools are also multiplying in all the region around it. The result would certainly have been very different had the College sought from the beginning to absorb within itself every department of education, instead of endeavoring to confine itself as nearly as possible to its own proper sphere.

It is a great mistake to attempt to estimate the influence of such an

institution merely, or even chiefly, by the number of its graduates, or by counting the names in its annual catalogue. To do it justice, it should be considered in its relations to the community at large, and to a vast system of education of which it is only a single department. The Trustees of Illinois College have never confined themselves to College Hill or to Jacksonville; they have from the first sought to coöperate with their fellow citizens in constructing a vast and ubiquitous system of education for a great State. Their success can only be wisely judged of by considering the institution in its relations to such a system.

The destruction of the principal college edifice by fire, on the night of the 30th December, 1852, seemed at the time a severe blow to the prospects of the College; but there is no reason to suppose it has in any degree retarded its growth or diminished its prosperity. There is no reason to doubt that the practice of lodging students in college dormitories is evil in its influence, both on their manners and morals. To this purpose the building which was destroyed was devoted. It can not be regarded as an evil that since that event the students have sought and found private accommodations. The advantage of the change has been apparent from the day it was made. Under our present arrangements the occurrence of any case requiring serious college discipline is very rare. The relations of the Faculty to the students are more kindly, and more favorable to exerting a strong and salutary influence over them.

Very shortly after the fire, the Trustees projected a very commodious building, designed for public purposes only, and commenced its erection. The centre building is just completed, and will bear comparison in the style of its architecture, and the beauty and commodiousness of its apartments, with any other building devoted to education in the State or in the West.

The College Library and the Libraries of the Literary Societies contain together between 4,000 and 5,000 volumes. Each of the two literary societies is furnished with a neat and commodious hall and library-room adjacent.

The philosophical and chemical apparatus are highly respectable, and adequate to a very satisfactory illustration of those sciences.

The following is the Faculty of Instruction as at present constituted :

Rev. J. M. STURTEVANT, D.D., President, and Professor of Intellectual and Moral Philosophy.

SAMUEL ADAMS, A.M., M.D., Professor of Chemistry and Natural Philosophy, and Teacher of the French and German languages.

Rev. WM. D. SANDERS, A.M., Professor of Rhetoric and Elocution.

Rev. RUFUS NUTTING, jr., A.M., Professor of Latin and Greek languages.

RUFUS C. CRAMPTON, A.M., Professor of Mathematics and Astronomy.

Board, in the dearest times, including furnished room, has cost the students from \$2.25 to \$3 per week. Fuel, lights and washing are an extra charge.

The Catalogue for the present year is not yet published, but will contain about 120 names.

ELEMENTARY INSTRUCTION.

BY B. F. RATTRAY.

PERMIT me, through your valuable guide to teachers, to remind them of one glaring defect which runs through the general system of initiatory instruction. Except in very rare instances, no attempt is made to convey ideas to the youthful mind along with the elementary sounds of language and the art of pronunciation. Provided the children can *mouth* the words and vociferate with alacrity the different sentences contained in their lessons, it appears to be a matter of little importance in the eyes, either of teachers or of parents, whether they appreciate the meaning of any one portion of the sentiments they read. They are thus treated, like so many puppets placed on a stage to exhibit a series of mechanical movements, as if they were not possessed of the smallest portion of intellect, and were entirely destitute of affections and passions. Yet, it is undeniable that children, at a very early age, are capable of receiving a variety of ideas into their minds, and of exercising their reasoning powers respecting them. Present an engraved landscape to a boy of four or five years of age, especially as exhibited through the optical diogonal machine; he will at once recognize and describe, in his own way, the houses, the streets, the men, the women, and the land and water of which it is composed, and deliver his own opinion respecting them. And, therefore, if sensible objects, level to his capacity and range of thought, and with which he is in some measure acquainted, were uniformly exhibited in his first excursions in the path of learning, his progress in knowledge would nearly correspond to his advancement in the art of spelling and pronunciation. The absurdity of neglecting the cultivation of the understanding in the dawn of life, and during the progress of scholastic instruction, however common it may be, is so obvious and glaring that it scarcely requires a process of reasoning to show its irrationality, if we admit that the acquisition of knowledge ought to be one of the great ends of education. What important purposes can be gained by a number of boys and girls spending a series of years in pronouncing, like so many parrots, a number of articulate sounds, to which they annex no corresponding ideas or impressions, and which cost them so much pain and anxiety to acquire? What is the use of the art of reading, if it be not made the medium by which knowledge and moral improvement may be communicated? And if we neglect to teach youth how to apply this means to its proper end while they are under regular tuition, how can we reasonably expect that they will afterward apply it of their own accord, when a sufficient stimulus is wanting?

By neglecting to connect the acquisition of useful information with the business of elementary instruction, we place the young nearly in the same predicament as we ourselves should be placed should we be obliged from day to day to read and repeat long passages from the writings of CONFUCIUS, the Alcoran of MAHOMET, or the Shasters of BRAHMA, in the Chinese, the Turkish, and the Hindoo languages, while we understood not the meaning of a single term. And how pained and disgusted would we feel at such a revolting exercise! The consequence of this absurd practice is, that, instead of exciting desires for further acquisition in knowlegde, in a majority of instances, we produce a distaste for every species of mental exertion and improvement; instruction becomes unpleasant and irksome, both to the teacher and the scholar; the child leaves school without having acquired any real knowledge, and destitute of any relish for it, and seldom afterward makes any use of the instructions he received for the further cultivation of his mind in wisdom and virtue.

To this cause, perhaps more than to any other, is to be attributed the deplorable ignorance which still pervades the mass of our population, notwithstanding the formal process of instruction they undergo, and the little relish they feel for devoting their leisure hours to the improvement of their minds, and to those pursuits which should be congenial to rational and immortal natures.

TOWNSHIP TEACHERS' ASSOCIATIONS.

By this time teachers have generally secured their winter schools, and it behooves them thus early to adopt measures for the formation or resuscitation of their local or township associations. In the little space at our disposal, we can not notice in detail the intellectual and social advantages derivable from organizations of this character. We may be permitted to remark, however, that local teachers' meetings should be regarded as indispensable to the highest efficiency of our schools. They contribute an element to the teacher's professional character, as well as to the popular educational sentiment, which no other agency so well can. They do a work which the Institute and County Association, important and comprehensive as their operations are, do not intimately touch. There are many teachers whose natural diffidence prevents them from taking part in large assemblies and among those they consider above them in talent, experience and acquirements, who in a narrower circle, and amid persons more nearly upon the same intellectual plane, would prove themselves active workers — would communicate good and receive it. To such these associations are of especial benefit. There are

others, without professional spirit, or interest in their work, who never attend large and distant gatherings of teachers, but who may be, who usually are, drawn out to those in their own vicinity. Some of these, it is true, often attend from curiosity, or motives as unworthy; but no matter, so that they come. It frequently happens that they 'who come to scoff remain to pray'. The stream of influence at these meetings is generally invigorating, life-giving, strong. It will heal all such spiritual ailments as idle curiosity, indifference, contempt, superciliousness, conceit; and then bear off in the direction of usefulness those thus healed.

It is marvelous, too, how much a season of such meetings will do to arouse public feeling and excite educational enthusiasm. The first and second pass by probably without much notice. Soon, however, some curious, cool, cautious *pater-familias* drops in to see what all this 'fuss' is about. It is perfectly plain, even to him, that these teachers are in earnest, that they are laboring heartily to improve themselves: he listens; he approves; there is no escaping this influence: he catches the spirit, and, almost before he knows it, is upon his feet mingling his counsel or encouragement with their deliberations. He is thenceforth enlisted under this banner, and will fight the battles or do the work of the educational cause. In time, other cool men come in and get warmed, and so the interest grows. How many conversions of this kind, both on the part of teachers and the public, may be traced back to some obscure association! How many men and women who now dignify the teacher's calling may rightly attribute their rise and efficiency in the profession to such! This is no fancy sketch: it is drawn with strict reference to facts within the sphere of the writer's observation.

We give but a single example of the results which may flow from Township Teachers' Associations: In a country district, last winter, a few active teachers organized an association to meet twice a month. The exercises were commenced under manifold discouragements: few teachers attended at first; there was the old story of public indifference, and the leaders, all young men, had not a deep or extended experience to repose upon or draw encouragement from; but they were in earnest, and went hopefully forward with their labors. Now for the results: Before a third of the Winter was over, nearly every teacher in the township was a working member, and crowded houses of the citizens crowned the worthy effort. The meetings were suspended at the close of the Winter; but many of those teachers are attracted to the same locality this year; will give its schools the preference in selecting a place to labor, and the school authorities are offering them extra inducements to return. Some of the school-houses are being newly fitted up with single desks, etc., and we are informed that it is contemplated to erect a building for the purpose of having a central or district high school.

The mechanism of these meetings, both in their inception and continuance, is so plain, so free from complication, that we may pass it over here. We will state generally the 'one thing needful' for success at any stage of the enterprise: Those who engage in it must be *terribly* in earnest; they must have souls full of exalted courage and self-sacri-

face; must be not unwilling to 'labor and to wait'; able to look discouragements and disparagements out of countenance, and realize that where 'two or three are gathered together' in behalf of education success can not choose but come. Two or three teachers, even, of such a spirit to start and stay by the project will not fail to develop an organization fertile in good influences.

There is not a township in the State whose schools might not be benefited by the action of teachers' associations; and there are few where they may not be organized, at least for a part of the year. The matter lies in the hands of teachers; they have power to set this train of causes in motion. If so, is it not their duty to do it? Can the obligation, where once recognized, be lightly set aside? Great results hang upon their action; their neglect of such opportunities of usefulness involves consequences not less injurious to the cause of education and the claims of the young than to their own individual interests.

C.

LESSON IN ARITHMETIC, FOR TEACHERS AND PUPILS.

BY DR. SAMUEL WILLARD, OF JACKSONVILLE.

IN practical use of arithmetic in business, I have found that calculations requiring the introduction of common (or vulgar) fractions demand very frequently the addition or subtraction of fractions and the operations preliminary thereto. Facility in reducing fractions to a common denominator, and to the least common denominator, is a valuable acquirement. To this end familiarity with the relations of numbers as factors and products is most important, and next in value is the best method of using such knowledge. I have been some times surprised, some times amused, when attempting a calculation at the same time with another person whom I knew to be my superior in quickness of computation, to see how a knowledge of better methods would bring me soonest to the result.

I found out some years ago an excellent method of obtaining the least common multiple of several numbers, which I have not seen in any arithmetic. I have been expecting to see it in some of the 'Higher Arithmetics', at least; but if in any of them it has escaped my search. I presume it is known to other arithmeticians, who have happened upon it as I did. After I had used it awhile, I saw it published, some three or four years ago, in *The Teacher*, of St. Louis, by Mr. TERRILL, of that city.

I prefer the term 'least common dividend' (introduced, I believe, by

Prof. DAVIES) to the more common one, 'least common multiple'. It accords best with the definition of a multiple as commonly given: COLBURN says, "A multiple of a number is any entire number which can be exactly divided by it"; and the definitions of RAY, THOMSON, ADAMS, ROBINSON, and others, are similar. Perhaps it is well to use both in the same book, by way of teaching the use of the word 'multiple', and at the same time reminding the pupil that a multiple is also the product, and conversely the dividend, of its factors. I therefore use both expressions in teaching.

The common rule of the practical or school arithmetics is, to place the numbers on a line, divide them by any prime number that will exactly divide any two or more of them, bringing down the undivided numbers into the quotient line: divide again as before, and so do until no two numbers in the lower line can be divided by any number greater than one: then multiply the divisors and the numbers of the lowest line.

This is the method the application of which is easiest understood by pupils of all capacities; but I found I could always teach my classes two obvious shortenings of the process. Take, for example, the following numbers, and find their least common dividend: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15. "Now," I would say to my class, after a few previous examples by the book rule, "what we want to find is the smallest number that we can divide by all these. Now you see that if we can divide any number by 15, of course we can divide that same number by 5, because there is a 5 in the 15, or, as the book says, 5 is a factor of 15. Of course, then, if we get a number that we can divide by the 15, we need not trouble ourselves about the 5; we may cross it out, drop it out of the calculation, and the answer will be the same. So, too, 3 is a factor of 15, and if we can divide any thing by 15 we can divide it by 3, for there is a 3 in 15; so we'll cross out the 3." In the same way I would show that we might cancel the 2, 4, 6, and 7, because they are found as factors in 12 and 14—or, as I would say it, 'there is a 7 and a 2 in 14', varying my phrases, and using the technical terms sparingly. I never found that I could make the first paths too smooth, easy, and plain; and it was very easy to bring the pupils to roughness and steepness of way when it seemed best. "Besides," I would say further, "we get 1 for a quotient several times; and, as we are to multiply all the quotients, and 1 does not count any thing in the multiplication, there's no use in setting it down, if it is set down in the examples in the book; or, if we do set it down once, there's no need of bringing down the 1s all the time." Then I would work the example on the board both ways, comparing and explaining in the simplest language:

I.—By common Book Rule.

2)	2	3	4	5	6	7	8	9	10	11	12	14	15
2)	1	3	2	5	3	7	4	9	5	11	6	7	15
3)	1	3	1	5	3	7	2	9	5	11	3	7	15
3)	1	1	1	5	1	7	2	3	5	11	1	7	5
5)	1	1	1	5	1	7	2	1	5	11	1	7	5
7)	1	1	1	1	1	7	2	1	1	11	1	7	1
	1	1	1	1	1	1	2	1	1	11	1	1	1

Then $2 \times 2 \times 3 \times 3 \times 5 \times 7 \times 2 \times 11 = 27720$.

II.—Shorter way.

2)	[2]	[3]	[4]	[5]	[6]	[7]	8	9	10	11	12	14	15	
							2)	4	9	5	11	6	7	15
							3)	2	9	5	11	3	7	15
							5)	2	3	5	11		7	5
							2	3		11		7		

Then $2 \times 2 \times 3 \times 5 \times 2 \times 3 \times 11 \times 7 = 27720$.

"Now remember," I would say, "before you begin to divide, you may strike out of the line any number which will divide some other in the line; and you need not set down the quotient 1."

I know this method is in some of the higher arithmetics—THOMSON'S, for example, with a further abbreviation; but I always found that pupils who were yet a good ways from any higher arithmetic than DAVIES'S *School Arithmetic*, or THOMSON'S *Practical*, or RAY'S *Third Part*, could use this abbreviation very readily.

The method by 'factoring', reducing each number into its prime factors, and recomposing the common multiple from these prime factors, is some times the most convenient, but was never a favorite with me. This method seems to me best exhibited in COLBURN'S *Arithmetic and its Applications*, §§ 116, 117. To my best pupils I taught the following method: Arrange the numbers in a line, placing them in order of magnitude, the largest at the left hand; then cancel each one which can divide another, and draw a line beneath those remaining. Bring down the first (largest) number at once, for it must be contained as a factor in the common dividend. Bring down the other numbers in succession, dropping from each all factors contained in numbers already brought down, and setting down the factors not so dropped. The continued product of the numbers below the line is the least common dividend or multiple of the numbers above it.

See the same example by this method:

15	14	12	11	10	9	8	[7]	[6]	[5]	[4]	[3]	[2]
15	14	2	11		3	2						

Continued product, 27720.

The process, after bringing down the 15 for the reason given above, is as follows: 14 contains no factors already brought down in the 15, therefore we set it down unchanged. 12 contains a 3 already in the 15, a 2 already in the 14, and another 2, not contained in either of these; therefore we set down a 2. 11 is prime, and comes down

whole. 10 consists of the factors 5 and 2, which are contained in the 15 and 14 (or the 2) already brought down; therefore we pass by the 10. 9 has the factors 3 and 3; one of these 3s is in 15, and we set down the other. 8 has the factor 2 three times: 2 has already been set down once (in 14 and 2), and we now set it down the third time.

Take another example—the numbers 32, 14, 36, 42, 12, 27, 24, 16, and 35. For a further shortening, we glance at the numbers before we set them down, and omit those which we see we should cancel if we write them in the line. Our numbers then appear thus:

$$\begin{array}{r} 42 \quad 36 \quad 35 \quad 32 \quad 27 \quad 24 \\ \hline 42 \quad 6 \quad 7 \quad 8 \quad 3 \end{array}$$

From 36 we drop 6, a factor of 42: from 35 we drop 7, for the same reason: from 32 we drop a 2 in 42, and another in 6, leaving 8: from 27 we drop a 3 in 42, and another in 6, and have 3 left: 24 consists of 8 and 3, already below the line.

Take examples from THOMSON'S *Higher*, p. 106, and COLBURN (as quoted), p. 155:

$$\begin{array}{r} (18th.) \quad 81 \quad 63 \quad 54 \quad 14 \\ \hline 81 \quad 7 \quad 2 \end{array} \quad \begin{array}{r} (23d.) \quad 252 \quad 180 \quad 108 \quad 72 \\ \hline 252 \quad 5 \quad 3 \quad 2 \end{array}$$

In this 23d example, as 252 is a number whose factors are not seen at a glance, it is most convenient to ascertain the principal ones (as 18 and 14, or 9, 4 and 7), and note them just below it, for reference in the further process.

After a little practice it is no longer necessary to arrange the numbers; you can take them as they are given, always considering them in the order of their magnitude. Thus, if we have 15, 36, 14, 30, 42, 18, we bring down the 42; then from 36 bring down the factor 6, and from 30 the 5: the rest need no attention.

Now I propose a question for the pupils of Illinois. Your books teach you how to find the least common multiple of whole numbers: *Can any of you discover and send to the 'Illinois Teacher' a rule for finding the least common dividend of several fractions?* I have never seen it in any arithmetic, though Mr. BATEMAN tells me he has seen it: but I do n't want you to hunt it up, and I hope none of you who may have seen it will copy it and send it to Mr. HOVEY. Besides, there are two ways of doing it. I gave to a class of my pupils 'down in Egypt' such a question as this, and some of them solved it in a short time:

What is the least common dividend (or multiple) of $\frac{2}{3}$, $\frac{3}{4}$, $\frac{4}{5}$, $\frac{5}{7}$, $\frac{7}{9}$, and $\frac{6}{11}$?

[NOTE.—Since writing the above, RAY'S *Higher Arithmetic* has been shown me, where I find a method very similar to the one I have given above: for large numbers I think it will perhaps prove to be easier; but for common operations I still think the one above is generally preferable, and as easily understood and practiced. See RAY'S *Higher Arithmetic*, Art. 103, pp. 80, 81.]

NATURAL HISTORY OF ILLINOIS.

[THE ensuing communication, with the appended note, will be read with interest. It opens a subject which must attract more and more attention, till the Natural History of Illinois shall become a familiar thing, known and read of all scholars at least. It is presumed that Messrs. THOMAS and POST will be present at the forthcoming educational convocation at Decatur (29th, 30th and 31st inst.), and plans for future action can be agreed on.]

My friend Mr. POST suggests that a few thoughts on my favorite subject—*Natural History*—would probably find as wide a circulation and be as much read if published in the *Teacher* as in any other western periodical.

MR. S. BURTLEY and myself, during the past season, commenced studying the *flora* of this region. During the few hours we had to spare from business, we succeeded in determining about one hundred and eighty species, chiefly *exogens*. We preserved specimens of most of the smaller ones; and also made up a bale for Mr. R. KENNICOTT, which we lately forwarded to him. We think we discovered a species not described in GRAY or WOOD, but will wait another season that we may examine more carefully. This region is rich in *ferns*: we have preserved some twelve or fifteen kinds, and determined four or five.

Mrs. THOMAS is making a collection of shells, and especially of those of South Illinois; but, from want of proper books, has been able to determine but few species.

The catalogue of Mr. ULFFERS, Vol. i *Trans. Ag. Soc. of Ill.*, contains all and more than all she has yet collected, except one *unio*—viz., *fragilis*—and one *aquatic univalve*, undetermined—probably a *paludina*. There are several species of *helix*, but most of those gathered have been handed over to Mr. KENNICOTT, who will have them examined.

Mrs. THOMAS requests me to say that she would be very glad to exchange shells with any person who has either lake or marine shells. Send by express to C. THOMAS, Carbondale, I. C. R. R., and write giving directions for the sending of the exchange in return.

I have also been devoting a small portion of time to gathering specimens of reptiles, spiders, insects, etc., chiefly for Mr. KENNICOTT, who is collecting for the N. W. University. I have now on hand a considerable number of specimens, which I will forward as soon as they are properly prepared. While thus engaged, I have been careful to keep a full assortment, especially of insects, which are my favorites. The insects I have collected thus far are chiefly *colcoptera*, *orthoptera*, and *hymenoptera*. I have not attempted to do more than separate the beetles

into families. The locusts, wasps, etc., yet remain in the alcohol unarranged. I have also succeeded in finding several and preserving a few of those strangely-formed insects WESTWOOD has embraced in the family *fulgoridæ*; also several other homopterous insects. Of the *diptera* my collection consists mostly of *muscidæ*. I have a bottle, collected for Mr. KENNICOTT, of those destructive *larvæ* which have received the name 'army-worm'. The *imago* is a white moth, whose habits I hope may be thoroughly studied. The reptiles I have collected are principally snakes, lizards, and salamanders. In collecting these I have been greatly aided by Mr. RICHARD WORTHEN, who is much devoted to natural history, especially comparative anatomy and herpetology.

Now if the teachers scattered throughout the State, who are not devoted to other branches of knowledge, would devote a small portion of their time to collecting specimens of natural history, and sending them to the Normal School and through it making exchanges, it would not be long until it would have a good cabinet.

My first specimens are pledged to Mr. R. KENNICOTT; my own cabinet to Carbondale College: yet I will, if I live, still be able to send in my quota.

No individual should live without an object; and what nobler can be selected than the advance of human knowledge? And, as that knowledge is so various and extensive, no mind can expect to extend it in all its channels. Therefore, let each choose his or her particular object. And if one out of every twenty teachers will take natural history, in five years our State will have its flora, fauna and geology as well known as that of England, and many an idle hour, spent in gossip or foolish devotion to fashion and frolic, will be usefully and pleasantly employed. And to this end I propose that all interested in the cause of natural history should meet some time during this Winter in Chicago, and make arrangements so that with the opening of Spring the business may be commenced in earnest; and also that there be an agreement between the different universities, colleges, etc., as to the disposal of the collections, so that there may be no conflicting interests. I leave it to you to name the time, etc.

For fear I trespass too largely on your valuable space, I will close.

C. THOMAS.

FRIEND HOVEY: C. THOMAS, Esq., is one of our most prominent and useful educators, as well as one of the most constant, faithful devotees of science. I would, therefore, move that the subject to which he refers be taken into consideration at our next Annual Convention, at Decatur, December 29, 30 and 31. I hope and trust that this matter will not be passed over in silence.

W. S. POST.

W. T. WEBSTER, of the High School at Lewiston, Maine, has taken charge of the High School at Indianapolis, Indiana.

HOMELY TRUTHS.

BY DIOGENES.

IGNORANCE AND APATHY are the twin monsters in the path of all reform — the giant enemies of progress. Illinois has made a noble beginning in the cause of popular education. The dawn of the coming day is blushing in the East. But still, except a few bright spots here and there, it is midnight in Illinois. Darkness still broods over this lovely State.

A little band, with Spartan courage and immortal hope, are indeed bearing aloft the banner of Common Schools, and doing all that men can do to achieve the conquest of the State for Free Schools. But what were even LEONIDAS and his 'three hundred' against the serried millions of Persia?

The simple, stubborn fact is, that the people at large have, as yet, no just conception at all either of the nature or importance of education. The ideas of the common mind on this subject are low and crude in the extreme. It seems almost impossible to dissociate, in the public view, the idea of mental culture from mercenary or commercial considerations. Let any herald of the gospel of free schools undertake to present the subject in its true light, to divest it of all these mercenary adjuncts, to robe it in its own native dignity and lustre, to boldly claim for liberal culture an *intrinsic* value infinitely beyond that of any merely material interest, to broadly propound the issue that knowledge is the inalienable birthright of every human soul, and is worth, *for its own sake*, all the time and thought and money that it costs, a thousand fold — let him undertake to do this, and, if he doubted before, he will doubt no longer. He will find that the general mind has scarcely yet begun to grapple with this great truth — that the standard of judgment is deplorably erroneous — that there is no bond of sympathy whatever between him and the public heart in these views.

To many persons, a school is — a school! They see little or no difference in them. The picture in the mind seems to be about this: A school-house, a man at the desk with a book in one hand and a rod in the other, a few rough, tumble-down benches filled with bad boys and girls, a little spelling, a little reading, a good deal of nasal twang and cant, the same amount of scolding, flogging and sobbing, continued for twelve consecutive weeks, five days in the week and six hours in the day. By such the school is regarded as an institution established chiefly for the purpose of keeping children out of the street and out of harm's way — a sort of public nursery for the temporary accommodation of the juvenile population — an honorable prison-house, in which

urchins are confined six hours a day, at hard labor, in order to achieve the conquest of the three 'Rs'. As for the teacher, he is looked upon as a sort of semi-jailer, a keeper-in of boys, a dry nurse for the afore-said urchins. Philosophers of this class, who are inclined to be covetous, seek for those schools in which the jailing and flogging are done the cheapest; fashionables, for schools in which these higher functions are performed in the most dashing and popular style; while snobs and aristocrats affect the patronage of the most expensive and select jailing and drubbing establishments.

The tone and language made use of in such families, in the presence of children, when speaking of schools and teachers, is such as to break down in their minds all respect for both ten times faster than the best teacher can establish it. If there is a blockhead on earth, or a knave deserving the stocks, it is he who disparages, maligns and sneers at the teacher before his children at home, and then whispers it about that he must be incompetent, or wanting in manliness of character, for the pupils do not seem to respect him or his authority! Now, the world has never had a teacher, from PLATO to the present day, who could sustain himself long with such fearful odds against him. Here and there a pupil will be found, it is true, who, overawed and subdued by the venerableness and power and goodness and knowledge, finds himself *compelled* to love and reverence his preceptor, in spite of the jeers, taunts and flings which he bears at home; but these are exceptions. Now, what policy can be more absurd, more suicidal, than this? "A house divided against itself can not stand." Parents must respect and honor the teacher, and let their children see that they do, or else the teacher, *any* teacher, sooner or later, *must fail*.

But this course is also the precursor of ruin to the discipline of the school. Let a pupil once know that he can appeal from the authority of the teacher to that of the parent whenever he may choose to do so, and that that appeal will be sustained; let him hear the plans and purposes of his instructor made light of, and himself captiously criticised and ridiculed in the home-circle, and all further control or good influence of the teacher upon that child is impossible. If there is a being in the world who richly deserves the vigorous discipline of the school-room, it is the thoughtless fool, or malicious miscreant, who thus, in an hour, wantonly tears down and destroys those sacred barriers of respect and confidence upon which the usefulness of every school depends.

Teachers do not ask to be sustained in measures of doubtful expediency, much less in those which can be shown to be wrong; but they do demand the hearty support of the community in a line of policy admitted by all to be above all just criticism, and in plans which defy the carplings of even ignorance and malice themselves. I say *heartily* support, for the case is one in which mere indifference, or half-approval, will not answer the purpose. Many a teacher is 'damned with faint, equivocal praise'.

If the parent is ignorant of the teacher's character, plans, and methods of instruction, let him lose no time in informing himself on these vital points, taking good care to hold his tongue until he has

done so. If he is not satisfied, let him quietly withdraw his child from school, and seek a remedy in some regular and orderly manner, without destruction to the school. If he is satisfied, let him *say so*, cordially and openly, and give the whole unbroken force of his influence and example for the teacher and the school.

I have been a teacher many years, and I have yet to know the first case of serious trouble in school where this matter was thus placed upon the footing of common sense and common justice. I can, on the other hand, point to many sad instances of hopeless ruin, mental and moral, for the want of it.

A parent, not long since, thought his boy was excessively flogged, flew into a passion, threatened the teacher with personal violence, cursed him roundly, and finally dragged the matter before the civil magistrates. Now mark the result: The principal of that school, who was a judicious and successful disciplinarian, found it almost impossible for weeks afterward to stem the tide of insubordination thus set in motion, and which threatened, at one time, to overthrow the school itself, so rapid was the work of demoralization. The sons of that man began from that hour to degenerate in character and scholarship, became indolent, rude, and insolent, and finally incorrigibly corrupt and wicked. Little do many parents think how truly exponential their children in school are of the language, spirit, temper and habits of the domestic circle. It is easy for the discerning teacher 'to read the roots from the radical signs'—from the manners of the children to tell '*e sanguine oriuntur*'. Parents *think* they understand teachers; teachers *know*, after a little experience with the children, what are the characteristics of parents. But many who admit the transcendent importance of education wholly mistake its true nature. Ignorant of the fixed laws of progressive mental development, of the widely-different conditions and capacities of different minds, and of the slow and almost imperceptible growth of fundamental ideas and principles, they suppose that a school is a sort of patent mill, into which a boy, however silly or semi-savage, has only to be thrown and kept for a specified time, when, presto! out will come, of course, the superfine flour of refinement and learning. No matter what the grain, they expect nothing but superfine flour, and that in always precisely the same time.

Let no man 'pooh, pooh', at this, as absurd and extravagant. It is true to the letter. There are thousands in Illinois who have no better conception of the true work of schools than this; not a whit. They suppose that in a certain time the scholar will undergo some sort of transmutation, and come forth, as per order, armed and equipped with all wisdom, grace, and learning. But *how* this surprising change is effected they stop not to inquire.

A. and B. are brought to school and duly presented to the preceptor to be operated upon. They are of equal age and natural endowments; but A. has been thoroughly grounded in the elements, and is now fully prepared for more advanced studies; while B. has had but little instruction in the elements, and that little all wrong. At the end of the year the boys return home—A. master of English grammar, arithmetic, and

algebra; B. of only the rudiments of orthography, reading, and primary arithmetic. The father of A. is pleased and satisfied; the father of B. is disappointed, indignant, and angry; storms and chafes; denounces the teacher; denounces the text-books and methods of instruction; declares he has been cheated and swindled, that his boy is not half so *pert* and *smart* as he used to be, and wonders that the public will submit to such a humbug and cheat. With abundance of wrath and imprecations, he sends his boy to another school, where, having *by the ceaseless care and toil of his former teacher* been divested of his flippancy and conceit, and thoroughly grounded in the elements, he makes rapid progress. Teacher number two is lauded to the skies; while upon poor number one, to whom he really owes it all, he contrives to heap maledictions as long as he lives. Is this fancy? There is not an experienced and successful teacher in Illinois who does not know that it is true to the letter.

But there are various sorts and degrees of ignorance on this subject. Some value education, not as a sublime and indissoluble unity, coëqual and coëxtensive with the entire being, but in parts, and those parts belligerent, antagonistic, and refractory. What OMNIPOTENCE has joined together, in bonds of strength and beauty eternal as the soul, these fractionists would put asunder, forsooth, and send forth into the world a brood of hideous abortions; with one intellectual leg warmly and sprucely clad in mental breeches of the most approved style and cut, while the other is dangling about, stark-naked and shivering with cold.

And hence the twattle about the English course *versus* the Classical, and the Mathematical *versus* both. Hence the rigmarole about the useful and the practical; the spread-eagle bombast about the 'demands of the age'; the anathemas against the abstract; the lies and fooleries about self-made men, and all that: just as if any man who has ever been really made could despise the learning that made him; or as if one faculty of the soul could be disintegrated from all the rest and be educated, while the other faculties lie dormant; as if the abstract could be severed from the concrete; as if art and science, the conceptions of the intellect and the realizations of those conceptions, united as cause and sequence by the fiat of GOD, illustrated by painter, architect and sculptor in a thousand Protean forms of majesty and glory—as if these coördinate elements of human culture, thus blending in immortal harmony, could be divorced and made hostile by all the noisy inanities, plausible fooleries and vapid theorizings of all the sciolists, apes and charlatans that ever lived. As well might the veins attempt to dam up the course of the arteries, or the eye declare war against the ear.

The number of those who value education for *special* ends is very great. Some seek it as a mere ornament, as the gilding of a refined leisure; others as a means of influence, social and political; others still as essential to the acquisition of wealth and honor. Arithmetic and book-keeping are enough for my son, says one, for I only intend him for a merchant. My boy must have a little chemistry, says another, as

he is to be a druggist. Another wants Greek enough for medical terms; another, Latin enough for law-terms and writs. If declamation is proposed, the answer is, 'I do not intend my son for public life'. If mental arithmetic, geometry, or analysis of sentences, or any other drill-study is recommended, all are set aside with the old remark, 'We see no use in them'. Thus are the higher claims and nobler purposes of education all made subservient to the transient and the material.

But there is a brighter side to this picture. There *are some* who hold and cherish true views on this most momentous subject; who not only admit the importance, but also understand the nature and end of education; who do not undervalue mere knowledge, but who yet regard all elementary schools and books and systems only as the necessary tools and instruments of a higher and nobler end—to subdue and train and polish and equip the soul itself, with all its immortal powers, for the duties, conflicts and heroisms of life, and for eternal felicity in the world to come.

These men need not to be told that the highest end of education is, not to impart knowledge, but to teach the power and art of thinking; and that it is therefore entirely possible for this chief end to be immutably secured, even though hardly a vestige of mere knowledge, which the ignorant account the chief good, should remain in the mind. Indeed, it can not be doubted but that the rich and abundant harvest of mental power and resources derived from the *profound and critical mastery* of (for instance) the Latin language would still be a priceless inheritance, were all the mere information obtained in the study (much and varied as it is) for ever lost—nay, were every rule and form and paradigm of the language itself to be totally obliterated from the memory.

There is here no array of one department of culture against another—of the English against the Latin; of literature against mathematics; of the useful against the ornamental. No attempt is made to rend the beautiful component unity of the mind. Those of this class know that *all* culture possesses *inherent* value and nobleness, if others can not see how it can 'set a leg, mend a stocking, or make a pudding'. They see how a well-balanced mind can advance and conquer, while others fail; how it can hold its court in more than regal pomp, amid the glories of art, nature, sentiment, and poetry, while others look not beyond the horizon of stocks and bales and casks. They see that such a mind has within itself a perennial fountain of freshness, beauty, and inspiration, flinging the radiance of its own bright being over themes and labors and duties else dull and repulsive. They know that the ornamental and the practical are not belligerent, but co-workers and mutual helpers, rather; that the coronation of the piano and the pencil does not dethrone or degrade the wash-tub and the needle.

But if the mistakes and blunders referred to exist in regard to schools for boys, is the case improved when we consider those for girls? Here also, and in an increased degree, the desire is almost universal to hurry through and finish the elementary course at too early an age. In spite of almost numberless 'Young Ladies' Seminaries', a really edu-

cated young woman is extremely hard to find. Most of the so-called *education* received at these establishments is little more than nominal. It can not be otherwise, in the very nature of things. When do young ladies generally *graduate*? At sixteen or eighteen years of age. What is the prescribed curriculum of study in most of these seminaries? From two to three score text-books, comprising the whole field of English literature, mathematics, languages, mental and natural science! What is the length of the course? Three years! Oh tempora, oh Moses! To think that one dainty little head can hold so much!

Now, I care not how good the school, how learned the teachers, nor how gifted the scholars; the pretense that such a curriculum can be mastered in such a time, by girls of such an age, is a *h-u-m-b-u-g*. If the *diploma* (oh dear!) says so, the diploma lies. By no process of studying can the human mind be crammed with such an amount of pabulum in that length of time. To attempt it is to fail, or — to *burst*. You can not compress a gallon into a quart, save by the destruction of the vessel.

But why this haste? Why, simpleton, do n't you know? Matrimony, to be sure; that's the secret. And never, till the preposterous notion that girls are marriageable at eighteen is banished from the world, can there be a remedy. At the time when education should be begun in earnest, when the maturing intellect begins to be capable of the most rapid and successful progress, when a solid preparation for the sober duties of life should absorb every faculty and enlist every energy — instead of all this, we find the ponderous wisdom of 'sweet sixteen' suddenly plunged into profound meditation as to the possible import of a *bouquet*, or the hidden meaning of a certain perfumed *billet-doux*, or the interpretation that *might* be put upon certain cabalistic words uttered by one CHARLEY SILLYMAN during a recent promenade! It takes no seer to divine the sequel. Make it fashionable for girls to be considered as girls till twenty at least, and there will be a speedy end to all this. But it is vain to resist, '*Divis invitis*'! At least, let the education of girls be less extensive and more thorough and perfect.

The highest and best conception of a true system of culture and discipline for girls which I have yet seen is embodied in the prospectus of a school recently established in New York, by Rev. D. C. VAN NORMAN. The view which it presents of the nature and end of education is grand and lofty in the highest degree, and the course of study which it marks out is comprehensive, symmetrical, and thorough. Of the Principal of this school I know nothing, save what is revealed in this prospectus. But to him who would have "the learner advance from strength to strength, and from conquest to conquest, leaving behind, not a wilderness maze, of crude, half-formed conceptions, of dim and shadowy forms of memories and truths, but a beaten track, a field of clear and open vision, which, from her elevated stand-point, she can survey with the exultant joy of conscious growth in mental stature and in strength;" and who constitutes his course of study "with the view to educate not merely for life's gay spring-time, but for its summer cares and toils,

its autumn gatherings and its winter repose — to educate for *eternity*" — to such a man, though a stranger, I must say, GOD speed him in his noble work.

REMEDIES FOR IRREGULARITY OF ATTENDANCE AT SCHOOL.

BY A. H. FITCH.

THE EVILS of irregular attendance at school are sufficiently manifest; the REMEDIES are not so evident. We will present what we regard as some of these remedies.

It is a fact that four-fifths of all the 'tardy' and 'absent' marks, in most of our schools, are confined to one-fourth of the scholars; and thus we prove that the habit is of the few, and not of the many, and that, on that account, the reformatory means employed can not be the same as if all were alike in the matter.

The first remedy I would propose is, that the teacher should so instruct that no subject touched upon should be *left* until it is a perfect whole in the pupil's mind, so that he may go on and give *the subject*, define it, give examples, etc.; then divide and subdivide it, giving definitions and examples as he proceeds, till all the minutiae of it are fully brought out — and this entirely without the aid of *books* or *questions*, and in his own language rather than that of the text. But this can not be done with *irregular scholars*, for they will lose a link in the argument which time and care can alone supply.

If scholars love study at all they will be induced to be regular; but if *not* — this brings me to my second remedy, viz: Do not allow a scholar habitually irregular to remain in a class where he always stands at the *foot*; put him in a lower class, and no matter *how* low, until his lesson is so easy that he can keep up with his class if he *is* some times absent. You thus rid yourself of the disadvantages to the *school*. But if the scholar is still idle, and *prefers* remaining in a lower class, force him to study with diligence in some other way than by taking him into a class where he can not do as well as the others, for it is vastly easier to *compel* one scholar to study than to bear the loss of time he will cause to a whole class if allowed to be with them.

Again: A scholar who is very often absent should be sent away from the school to some one where he will be *obliged* to be regular, for his presence is only an injury where he is, and of no benefit to himself.

The old regulation, requiring a note from some responsible person excusing each tardiness and absence, is a good one, and the better as it weighs down upon them. The remark, 'Father can't stop to write me an excuse every time I'm tardy', shows, *not* the necessity of the ab-

sence, nor the need of setting aside the regulation, but that it is, in some measure, doing its appropriate work. This course also controls all those who stay away of their own accord without consent of their parents, and insures; in *their* case at least, a coöperation between teacher and parent, which is every way desirable. A carefully-kept register of absences and tardiness is a great corrective of the abuse, especially if a system of merits and demerits is made to depend in part on this record and be open to the public.

Again: The school committee might make laws which would materially change the face of affairs, since it is easier to enforce the law supported by a higher power than one of the teacher's own making, for he is expected to use discretionary power and soften the penalty of his own enactments, while he has none in case of an enactment by a higher power.

The following plan is very effective: Let the scholars present in the morning take the back seats, leaving those in front for tardy ones. It has been tried in some of our Eastern schools, and with marked success. The result in one school, of about 140 scholars, was, to reduce the cases of absence and tardiness from 40 per cent. to 12 or 15 per cent. This certainly shows some value.

Again: An amusing story told at the opening of school, which need not occupy five minutes, is an incentive to the tardy ones to try to come in a little sooner—especially if the door is closed at nine o'clock and not opened until after the exercise is over.

Again: Scholars should not be allowed to be upon the school-premises long before the hour for commencing school, for if so we find two results, viz: 1. The scholars, being uncertain at what hour they must start in order to reach the school-room at 9 o'clock, get into the habit of being too early or too late every day. 2. Because, when a company of scholars come together to play, those who are easily led astray have greater temptations, and for a longer time, placed before them, to induce them to play truant, or do some other wrong thing, than if each took his seat as soon as he arrived at the school-room.

A plan has been tried of subjecting parents to a fine for permitting their children to remain away from school; but this wants the sanction of law at present.

The great number of scholars who are almost wholly absent from our schools calls loudly for *some* legislative action on the subject; and it is to be hoped that the example of Rhode Island in this matter will be followed by the other States. Commissioners (or officers of some name) were appointed, whose duty it was to collect absentees and send them to their proper schools; and more was saved in one year and in one city by this arrangement than twice the salaries of the officers, if we take Massachusetts statistics, as they are given in the Report of the State Reform School, as the basis of the calculation.

But, whatever methods we may adopt, we must, as teachers, become in some way acquainted with the parents of our pupils, and then, remembering that on the *State* and the *teacher* will rest the heaviest part of the burden, strive by every means in our power to interest them

in the school and its welfare; so that when they have made the laws, the effect of those laws shall be seen, not only in the work-shop and the counting-room, the court-room and the prison, but also in the *household*, the *street*, and the *school-room*.

BUREAU COUNTY TEACHERS' INSTITUTE.

PURSUANT to the adjournment of a preliminary meeting which had been called by our Commissioner, C. P. ALLEN, Esq., a large number of the teachers of Bureau county met at the Union School-House in Princeton, October fifth, for the purpose of holding a Teachers' Institute. An Institute was organized, and continued through the week. We had a most delightful time in every respect. It was not only pleasant but profitable. It was an experiment in our county. We are much gratified with its result. I have attended Institutes both East and West, but I never saw the true object of a Teachers' Institute so fully attained as at this one. I take it that the object of an Institute is, not simply to improve its members in methods of teaching the several branches, but, in connection with this, to afford teachers an opportunity to become acquainted with each other, thus enabling them to derive sympathy and encouragement from those laboring under the same difficulties and cheered by the same hopes as themselves. This double object was achieved by our Institute. It was pretty much *home-made*. By this I mean that most of our instructors and lecturers were from among ourselves. I think this the better way. It is true, we might have secured the services of a more talented corps of instructors from abroad; but what we should have gained from superior talent among them would have been more than counterbalanced in the loss we should have sustained from feelings of diffidence among ourselves, produced by the presence of distinguished strangers.

M. TABOR, of Aurora, conducted the exercises in reading. J. A. FLAGG, of Tiskilwa, was the instructor in arithmetic. His wife, Mrs. E. C. M. FLAGG, was the instructress in geography. H. B. FARNELL, Principal of the Princeton Union School, instructed in grammar, and A. WINTER, of Malden, conducted the exercises in orthography. Mr. TABOR performed a good work for us. The teachers of this county have reason for feeling grateful (as they do) for the efficient manner in which he helped to a successful termination the first Institute organized by them. I assure you, he is held in most grateful remembrance by those who took the responsibility of originating and holding the Institute.

Mrs. FLAGG's exercises were very interesting. They were received with the most complete satisfaction. She is indeed a very talented teacher. We hope she may remain long with us. Of the other instructors, they being *gentlemen* and of us, I will not speak; my modesty forbids.

Of lectures we had six, in four evenings. The course was opened by an address from the Rev. O. A. SKINNER, of Galesburg, which, of course, was very able and interesting. We had two other 'furriners', viz: Mr. BOKER, of Mo., and the State Superintendent, Hon. W. H. POWELL. The other three were home orators.

Before adjourning we made a permanent organization of it, under the name of 'The Bureau County Normal Institute'. We are to meet quarterly.

Our opening was most auspicious. We numbered in all *seventy-three* mem-

bers. This number rather surprised our worthy Board of Supervisors, who, petitioned by Mr. ALLEN, had donated us *seventy-five dollars*—*provided* we should number *fifteen* members. We surprised a good many *old fogies*, I reckon. We encountered much opposition. *The Bureau County Democrat*, two weeks previous to our meeting, came out in an editorial of a column's length, denouncing Institutes as a humbug—reprimanded the Supervisors for appropriating money for such a purpose, and also for giving Mr. ALLEN a safe in which to keep the documents belonging to his office, and concluded by stating, in substance, that if the Institute to be held in this county did not prove a humbug, he (the editor) should be agreeably surprised. I expect he is astonished! inasmuch as he has said nothing concerning it. Our other paper, the *Princeton Post*, helped us by publishing Mr. ALLEN's 'call'—*for pay*.

But we have triumphed over all opposition, and initiated a movement which will go on, improving our teachers and elevating our schools. The Bureau County Normal Institute is a fixed fact. You will hear more of us by and by. Though late in the field, our sister counties must look out for their laurels. We once won a Banner. We still mean to be the Banner County in all educational enterprises.

Commissioner ALLEN is the right man in the right place; and it is with much satisfaction that I announce his election to the office which he previously held by appointment. There are good things in store for the schools of Bureau county.

I would gladly dwell at length upon the social good time we enjoyed the last half-day of our meeting; but I can not, as my letter has already reached an unreasonable length. I will briefly say that the afternoon was spent in listening to such portions of their personal history as the different teachers saw fit to recount. Sad and humorous experiences were so mingled as to give great zest and interest to the occasion. The genial flow of confidence and good feeling seemed to draw all hearts together, so that at the final parting few eyes were unwet, and many a heart-felt 'God bless you' was uttered.

When the pamphlet containing the proceedings of the Institute and notes from the lectures is published, you will receive a more extended account of our doings.

A. W.

OGLE COUNTY TEACHERS' INSTITUTE.

AMONG the progressive institutions of this progressive era, one of the most practically beneficial to the teacher and the people is the Teachers' Institute. It not only prepares the instructor of youth more perfectly for his arduous and responsible duties, but it also qualifies both the ladies and gentlemen of this *profession* to be more interesting and practical members of society.

By a comparison of our views with those of others, we learn many things that had not before been suggested to our minds. Modes of thought and modes of instruction which had been learned from some source as confined as our own associations, had, perhaps, become tho, to our minds, almost infallible truths and unimprovable methods of imparting knowledge; when, perhaps, a few short illustrations by another may convince us that all of wisdom is not the possession of any one man or woman.

Then the social advancements made on such occasions supply the teacher with another power that is of no small import in executing properly the duties of the office which he seeks at the hands of the people; for a teacher should

not only be a man capable of imparting instruction in a mechanical or even intelligent and profitable way to his pupils, but also of emitting at all times, by his urbanity of manner and general information, a spark of animation, public spirit, large-heartedness, and liberality of views.

All this is accomplished, to a great degree, by the association of intelligent teachers. I say *intelligent teachers*, which may seem to imply that there are those in the profession who have not the right to this title. Well, does any one deny the insinuation? If not, I need not press it. In every profession there are some who, when they have learned the merest smattering of a knowledge of the 'operation' to be performed in the discharge of duty, rest content, and, having a kind of *foot-hold* — *foot-hold*, indeed, for neither head nor heart seem at all suspicious of where the feet are stealing — having a kind of *foot-hold* on the business which others *follow*, or rather '*drive*', seem content to be dragged by the heels so long as a mouthful of bread can be produced by the '*operation*'.

But I need hardly have mentioned this class as an exception to the effect produced by the associations and drill of Institutes, *for they are rarely to be found at 'such places'*; and it is expected that even the common school house will soon have become 'too aristocratic a place' for them. Such is fast becoming the case in OGLE COUNTY, as well as in other counties.

My object was to speak more particularly of the Institute, which has just closed its session at Polo. The citizens of the above-named place very kindly entertained the teachers for the week, *gratis*, and they were most cordially invited to hold their sessions there whenever they wished to do so.

The exercises of the week were of the most profitable nature: On Tuesday evening Professor HARLOW, of the Rock River Seminary, lectured to the Association on the subject of Respiration; on Wednesday evening a young gentleman of Polo, whose name I have lost, addressed the Association on Poetry; Prof. HALE, of the above-named Seminary, lectured on Thursday afternoon and Friday morning on the subject of Geology, and your correspondent, Friday evening, on *Philology* — the later development of that science, which treats of the history conveyed to us in the composition of words and phrases, and how much may be learned from words, as the *fossils of history*, revealing many thrilling stories of the language, and as the types that will convey to future ages the character and history of our present times, the great riches of our own language being the main point of inquiry. Did you ever sit down in an Institute and listen quietly to the discussions, and with your pencil note down whence each one came, and also the modes of life followed for some time by each, the society among whom each had spent his or her youth, etc., etc.? It is a pleasing and profitable exercise, and would not prove uninteresting, if Institutes would request some one *well* informed in the *English* language to act as reporter in this way, and to read his or her notes at the close of the term. Every teacher should read some thorough work on the English language: FOWLER's is among the best.

But the Institute of this county resolved to hold a session of *two weeks* next year; thus evincing an earnestness to be among the most forward in extending its beneficial influence to the greatest extent. By means of these associations, we shall furnish every district in the county with profitable teachers, and make the Free Schools what they should be — the most attractive and profitable to all parties.

The subject of delegations to the Normal University was moved, and this section, I think, will be represented in that school. The *Teacher* was also presented, and a number of new subscribers will be received from this county.

Hoping that all persons who assume to teach in this State will feel under obligation to themselves and their patrons to cherish the institutions established for their own good, we turn to other matters connected with the interests of education.

W. S. POPE.

KANE COUNTY NORMAL INSTITUTE.

[We present below a spirited report of part of the proceedings of this body. It speaks for itself.—c.]

Institute was called to order at 1½ o'clock.

Voted that a Finance Committee be appointed, and P. P. HEYWOOD, J. H. MADISON, and D. CANFIELD, were made that committee.

Voted, on motion of O. S. WEBSTER, of Lodi, to make Hon. W. H. POWELL, W. J. BROWN, and Dr. GULL, honorary members of the Institute.

Committee on Resolutions reported the following:

Resolved, That the experience of the past week has demonstrated the necessity for the work contemplated by the Normal Institute, and the success which has attended its first session has been such as to give us confidence in it as an efficient agent in elevating the standard of teachers and improving the schools of the county, and, therefore, we will sustain it as a permanent educational institution.

Resolved, That the graded system of the free schools is the demand of the age; that, consequently, we will discourage all attempts to organize select schools of any grade in this county which, directly or indirectly, shall interfere with this system, and we will labor for the establishment of it in every town where it is practicable.

Resolved, That it is the duty of every educator to thoroughly investigate the Phonetic system, and if it is found of practical value in the work of education to use his endeavors to introduce it into our public schools.

Resolved, That much credit is due to M. TABOR, our School Commissioner, for the untiring zeal with which he has labored to perfect the organization of this Institute and to awaken public sentiment in its favor.

Resolved, that the warmest thanks of the Institute are due to the Religious Societies of St. Charles, which have opened their churches for its lectures; to the Directors of School District No. 7, for the use of their new and splendid school-edifice during the week, and to the citizens of St. Charles generally, who have aided so much in arranging for the Institute; for the sympathy they have shown by their attendance upon its sessions, and, more than all, for the cordiality with which they have welcomed its members to the hospitalities of their hearts and their homes.

On the motion to adopt the first resolution, Mr. ALLEN, School Commissioner of Bureau county, spoke of the value of an Institute, and of the success which had attended this session. We should have better teachers, and there was no plan to effect this so simple and effective as the Institute.

Rev. W. W. KING said that by the Institute the cream of the talent of the county was brought out. We all had more or less weaknesses, and these were corrected in this way. Teaching should not be made a stepping-stone to something else. Teachers should not have hobbies—they needed general culture; and this Institute had developed this idea.

Resolution adopted.

On the question of the adoption of the second resolution, Mr. HIGGINS, of Geneva, said we needed no college in the county, and the resolution did not interfere with them. The wants of the county could only be met by the graded-school system, and we were working against seminaries and private schools when they come in the way of this system.

Mr. PARRINGTON, of Aurora, had heard no reason for the feeling existing in the county against select schools. No one person could teach every thing; hence the need of the private school.

Mr. WINTERS, of Bureau county, hoped to see the graded-school system

perfected, and to do this we needed all the talent of our best teachers. The poor should have as good teachers as the rich.

W^r. WEBSTER, of Lodi, would not have all educated together, for, with Senator DOUGLAS, he would say that by such a course the higher class is degraded and the lower never elevated.

Mr. MADISON, of Batavia, said we could see the workings of the graded schools in our own county. Hoped soon to see the classics and higher studies taught in all these schools. Spoke of the evils of sending children from home to school, and repudiated the idea that the sons of the rich were degraded by being educated with the sons of the poor.

Hon. W. H. POWELL, State Superintendent, stated that when he entered upon the duties of his office there were one hundred seminaries, and forty-five colleges in the State, and since that time thirty-five of these seminaries have been elevated to free graded schools, and ten or twelve colleges had dropped down to seminaries. Said one church needed thirty-five pastors as much as Illinois needed thirty-five colleges.

Mr. GIFFORD, of Elgin, said he knew by experience that private schools injured public schools. It was settled that public schools were the places where the people must be educated, and also that they were better than private. Private schools were a public nuisance when they interfered with the graded-school system.

Mr. NEWCOMB, of Elgin, had taught a private school because he could support his family better.

Resolution adopted.

Third resolution adopted without discussion.

On the motion to adopt the fourth resolution, Mr. KING, of Chicago, complimented the President on the dignified and impartial manner with which he had presided over the Institute.

Mr. ALLEN, of Bureau, thanked the President for the efficient aid rendered to their Institute by him.

Resolution adopted.

Fifth resolution adopted by hearty acclamation.

Mr. HEYWOOD, of Elgin, moved the adoption of the following resolution:

Resolved, That the most cordial thanks of this Institute are due to Rev. W. W. KING and W. H. WELLS, Esq., of Chicago, W. H. POWELL, State Superintendent, and others both without and within the county, who have, without remuneration, contributed so largely by lectures and otherwise to our pleasure and profit during the past week.

Carried.

Mr. HIGGINS, of Geneva, moved the adoption of the following:

Resolved, That the *Illinois Teacher* is a valuable auxiliary in the elevation of public sentiment in favor of education in this State, and as such should be heartily sustained by us.

The Secretary said that the mere passage of such a resolution amounted to nothing more. Last year Kane county had fifteen subscribers to the *Teacher*, while Bureau had two hundred and fifty. Teachers of Kane county should be ashamed of this.

Moved that a Committee be appointed to solicit subscriptions for it. Motion carried. P. P. HEYWOOD, Mrs. BELL, of St. Charles, and Miss CURTISS, of Aurora, were made that Committee.

Committee on Honorary Members reported the names of E. GIFFORD, Esq., of Elgin, A. HEYDEN, O. M. BUTLER, E. WEED, E. R. MCWAYNE, Mrs. Dr. COE, and Mrs. L. L. BROOKS, of St. Charles, as honorary members.

Report adopted.

Mr. HIGGINS moved the adoption of the following:

Resolved, That we consider the Kane County Normal Institute auxiliary to the Normal University of the State.

Adopted.

Committee on Finance reported in favor of the members of the Institute making up the amount of indebtedness by voluntary contributions.

Report adopted, and the money raised.

Mr. MADISON, of Batavia, moved the adoption of the following:

Resolved, That we, the teachers of Kane county, fully indorse the establishment of a State Normal University in this State, and that we will do all in our power to support it.

Adopted.

Voted that the proceedings of the Institute be published in the county papers.

Committee on *Illinois Teacher* reported a list of thirty-seven subscribers.

Rev. Mr. SAVAGE expressed his thanks, in behalf of St. Charles, for the advantages of this session of the Institute; believed it would awaken a deeper interest there in behalf of education.

Rev. Mr. CAMPBELL had spent his time and given up his studies to attend the Institute, and had been benefited; was deeply interested in education; sympathized with teachers, for he had been one.

Mr. ALLEN, of Bureau county, thanked the Institute, in behalf of the delegation from Bureau, for the kindly reception they had received.

Rev. Mr. FRENCH regretted he could not have been present more; hoped every means of education might prosper.

Mr. TABOR said his term of office as School Commissioner had nearly expired; he entered on the duties of the office with a full desire and determination to benefit the whole of the county; how far they had been benefited he left for others to decide. During his first year he had set apart three months to visit schools; visited a part, and reported through the press; owing to the depth of snow and inclemency of the weather, he could not complete the work. The second year he commenced the township celebrations. These had been a complete success; thought the schools had been improved and the sentiment of the county elevated by them. Another plan he had was the Institute, and he had looked forward with no little anxiety to the result of its first session; was more than satisfied with it; we had one hundred and sixteen acting members, and should be encouraged; felt he had done but little for the county, but had done all he was able; had spent six months' time and would have spent all his time if he had been able; left the office for one better able to fill it; thanked the teachers for their aid; said they were engaged in a noble though thankless work.

Mr. HIGGINS preferred to have the respect of that body of teachers than any other honor of man; time called on him to state in regard to his position. He was not the cause of his nomination; he never aspired to it; thought Mr. TABOR would do better than himself; might be asked, Why not decline? If he could get the opinion of the Institute he would be governed by it.

Mr. GIFFORD said no more important matter could come up; he had been a school officer, and felt he could not consult his own feelings simply in selecting or retaining a teacher; must consult the general good; so, in this case, he did not feel like leaving a tried man for an untried one. Mr. TABOR had formed a plan and could best carry it out; had seen the fruits of Mr. TABOR's labors; celebrations had awakened an interest in the county, and this Institute had been of great benefit to the teachers of St. Charles; did not know what course to pursue, but felt Mr. H. could not do what Mr. T. had commenced.

Mr. HEYWOOD, of Elgin, said that, as the subject had been brought up and must be acted upon, he would move the adoption of the following:

Resolved, That we, as teachers of Kane county, feeling in some degree an appreciation of the services of our present School Commissioner in behalf of the elevation and improvement of our schools and in awakening an increased interest in the subject of education on the part of the people, would have preferred him as a candidate for reelection.

Mr. MADISON, of Batavia, said the subject was a delicate one. He was a friend of both gentlemen, yet he felt that Mr. TABOR had plans he could best develop, and, as the subject was up, he must express his honest convictions.

Mr. WEBSTER, of Lodi, felt like Mr. MADISON. With all due respect for Mr. H., he felt it would be better to have Mr. TABOR. Let him carry out his plans rather than one not as well acquainted in the county or with the business. Would have the matter come home to every member of the Institute.

Mr. HEYWOOD, of Aurora, knew the subject was a delicate one. Was a personal friend of both gentlemen. The matter is before us, and we must express our honest convictions. Was told by Mr. HIGGINS, the first of the week, that he proposed to bring the subject before the Institute. He advised him to deliberate on the matter before doing so. Told him, candidly, that he preferred Mr. TABOR, previous to the Convention, and if the subject was introduced should as candidly say so. He had brought up the matter, and now he hoped each member would candidly and honestly vote on the resolution.

Mr. HIGGINS said this was not a personal matter between Mr. TABOR and himself.

Question on adoption of resolution was put by the Vice-President and received by a unanimous vote.

Mr. TABOR said he had not been instrumental in bringing this matter up, nor had his friends.

Institute adjourned.

M. TABOR, President.

P. P. HEYWOOD, Secretary.

WHITESIDE COUNTY TEACHERS' INSTITUTE.

THIS Institute held its Semi-Annual Session this Fall at Erie, beginning Monday, September 28, and closing Thursday, October 1. M. R. KELLY, President, and W. W. DAVIS, Secretary.

The exercises consisted of Reading, Composition, History, Physical Geography, Spelling, Mental and Written Arithmetic, Grammar, and Physiology.

The *Teacher* was not forgotten. The following was

Resolved, That all our teachers should not only subscribe for the *Illinois Teacher*, but use their best endeavors to promote its circulation among their patrons.

Several essays and addresses were read. Miss D. S. DEMING read an essay 'On the Improvement of the Mind as conducive to Happiness'; Miss H. T. BROOKFIELD, 'On Discipline in the School-Room'; and Miss E. A. SAVILLE, on 'Trifles'. Addresses were delivered, by C. B. SMITH, 'On Union Graded Schools'; by Mr. DEMING, School Commissioner, on the 'Progress of Education in the County'; by W. W. DAVIS, on the 'Mental Discipline of Language'; by Mr. WONSER, on the 'Model Teacher'; and Mr. G. G. ALVORD, on 'Music'.

On Thursday evening the paper was read by the corps-editorial. It was styled 'Punch and Judy', and was made up by contributions from the members in attendance. It was a spicy affair, and was received with great applause by a crowded house.

The citizens of Erie gave us a royal reception. They fed us well, and entered heartily and intelligently into all the aims and interests of our Institute. It is regretted that some of the teachers were not with us. For those knowingly and willingly absenting themselves, no other inference can be drawn but a feeling of self-sufficiency, and a want of active, working sympathy with the Institute as the grand educational lever of the county.

On inquiry, it was ascertained that of the thirty-six teachers attending the Institute seventeen take the *Illinois Teacher*. I merely state the fact for what it is worth.

W. W. DAVIS.

Secretary of Institute.

WILL COUNTY TEACHERS' INSTITUTE.

PURSUANT to announcement, the members of this association convened in the High-School room of District No. 2, Joliet, October 5, 1857.

The meeting was called to order by the President, and the minutes of the last meeting were read and approved.

It was the design of the Executive Committee to make this session a short Normal School, for a review as thorough as the time would allow of the most important branches taught in a common school, and for the presentation of the most approved methods of teaching the same. For this purpose the services of several eminent and practical teachers had been secured; but, owing to a misunderstanding among the members of said Committee *as to time of meeting and length of session*, only one of those expected to take charge of the Institute was present, namely, WORTHY PUTNAM, Professor of Elocution, from the State of New York. This gentleman was with us during the entire session, and by his lectures and other labors added much to the profit and interest of the meeting.

It being still thought best to adhere as nearly as possible to the original intent, teachers from among the members were selected to take charge of the recitations.

During the first day but little was done, it being late in the afternoon when the association convened. The subject of reading was, however, taken up and discussed at some length by Messrs. BECKWITH, GIBSON, and others, with special reference to memorizing as a method of teaching reading. The ladies were also appointed critics for the session.

The evenings were occupied in discussions, lectures, and essays.

DISCUSSIONS.—Among the most interesting of these were the following: 'The best method of governing a school'. This question was thoroughly discussed by many of the members, occupying a large part of two evenings. The subject of Primary Teaching received considerable attention, and also 'A systematic method of conducting the exercises of the school-room'.

ESSAYS.—Of the large number that were appointed at the last meeting to read essays during the session, only two were prepared: Mr. S. O. SIMONDS and Mr. MERRILL. These essays were gratefully received and copies solicited for publication.

LECTURES.—On Wednesday evening the Rev. Mr. FOSKETT delivered before the Institute a very interesting lecture upon 'The elements of success in the teacher's profession'.

On Thursday evening the Institute was favored with an able address on 'The responsibilities of the teacher', by Mr. POWELL, the State Superintendent of Public Schools. Several other gentlemen were *expected* to deliver lectures during the session, but, for various reasons, were unprepared.

On Friday evening Prof. PUTNAM gave an entertainment at the Court-House for the benefit of the Institute.

SENTIMENTS.—This *new* item in the programme of exercises was a source of much interest and pleasantry, nearly all the members contributing to its support. The number of these being so large as to preclude their insertion here in full, only a few will be given as specimens:

By Mr. SHERMAN: *The Teachers of Will County*—The friends of education; may they ever be true friends to each other.

By Prof. PUTNAM: Old Mr. New York, of the East, sends his compliments to young Mr. Illinois, of the West, and requests him to call at his earliest convenience and see his *big cheeses and pretty school-ma'ams*.

By Miss P. S. FLAGG: *Our Entertainers*—May their happiness never be less than *ours* during our stay with them; and, let me add, they will ever be welcomed with pleasure to our homes.

The Teachers of Will County—May they never *want*, but always be *wanted*.

The Will County Teachers' Institute—May its life be long, and its influence be like the rising sun, dispersing the darkness from the intellectual horizon and firing our hearts for the great work in which we are engaged.

By Mr. POWELL: *Success to the Illinois State Normal School*—May it excel any other institution of the kind on the American continent.

The School-Ma'ams of Will County—*Swivel-links* in the golden chain of humanity, to keep the master-links from *kinking*.

The resolutions adopted by the Institute were as follows:

Resolved, That we, as teachers, will use our influence to secure a uniformity of text-books throughout the county.

Resolved, That every school-room should be supplied with Black-boards, Outline Maps, Webster's Dictionary, and Page's Normal Chart.

Resolved, That we will give our efforts and influence to *sustain and improve* the *Illinois Teacher*.

Resolved, That we recommend frequent visits of teachers to other schools, the frequent meeting of teachers for the discussion of educational subjects, and the reading of works upon the theory and practice of teaching, as means of exciting greater interest in the profession.

Resolved, That we recommend to all teachers to accept the invitation of the editor of the *True Democrat*, of Joliet, to correspond with him upon educational matters.

Resolved, That female teachers should receive for the same services the same compensation as males.

Resolved, That no teacher is qualified to teach a school that he can not discipline; and that the first requisite of a disciplinarian is *SELF-government*.

Resolved, That in our estimation our teachers have not sufficiently appreciated the advantages offered by the State Normal School; that, other things being equal, in the appointment of teachers its graduates should receive the preference in our State.

Resolved, That sufficient salary should be attached to the office of School Commissioner to compensate that officer for devoting his whole time to the interest of schools.

Resolved, That all teachers in the county should be required by the School Directors to attend the Teachers' Institute.

Resolved, That at future meetings of the association suitable teachers be *employed* to conduct the Institute as a school.

Resolved, That we tender to the citizens of Joliet our sincere thanks for their hospitality in the entertainment of teachers from abroad, and to the School Inspectors for the use of the school building.

Resolved, That we tender our thanks to Prof. PUTNAM for his liberality, and for the interest he has exhibited in our Institute.

Resolved, That a copy of these resolutions be furnished for publication to the county papers and the *Illinois Teacher*.

Resolved, That the Institute recommend to the Executive Committee the appointment of the next session of the Association at Lockport, at such a time as will, in their opinion, best accommodate the schools throughout the county.

At the close of the session, O. G. BARBOUR was unanimously elected President for the next year; Mr. L. W. GIBSON was elected Secretary, and Miss SARAH CURTIS and Mr. D. H. DARLING, Corresponding Secretaries; Mr. S. O. SIMONDS was reelected Treasurer. As far as possible, one Vice-President from each township in the county was elected.

The Institute was opened each morning with devotional exercises, and was conducted throughout with decorum and order. The number of teachers present was about eighty; and, without exception, they seemed wide-awake, earnest and zealous in the cause of education, and willing to do all in their power to make the session interesting and profitable. Then, too, the interest exhibited by the citizens of Joliet and the friends of education throughout the county was highly commendable, and truly encouraging to the teachers. If the school-officers and citizens generally throughout the county unite with the teachers in making these Institutes just what they *should* and *may* be, they can not but be of great advantage to the educational interests of the county. If the standard of teachers is ever raised to the true point, it must be chiefly through this medium. Will county is one of the largest and richest in the State. She has already many fine school-buildings and first-class schools, and an intelligent, earnest, devoted band of teachers; and, judging from the past and the interest which now exists, may we not hope that the time is not far distant when, *in matters pertaining to education*, she will rank equal, if not superior, to any other county in the State?

D. H. DARLING,
Secretary of Will County Teachers' Institute.

I N S T I T U T E S .

At the request of the Editor, the following report of Institutes recently held is forwarded for insertion:

THE INSTITUTE AT MONMOUTH, WARREN COUNTY, was commenced on Monday, 14th September. I think all the teachers who were members of last year's Institute were in attendance this year. The whole number was twenty-four. Some of the promised lecturers disappointed us, 'as the manner of some is', and, doubtless, with as little reason. Mr. BATCHELDER, of Ohio, rendered efficient assistance. Mr. TRACY, County Commissioner, is doing good service in his office, and the proof of it was found in the increased zeal of the teachers. The Board of Supervisors, in session during the Institute, attended some of its meetings, and, upon application of the County Commissioner, made an appropriation toward the expenses.

THE SCHUYLER COUNTY INSTITUTE was held at Rushville, the following week. Despite the fears of its originators, foremost among whom should be mentioned the County Commissioner, CHARLES NEILL, Esq., G. W. SCRIPPS, Editor of the *Citizen*, R. M. HOSKINSON and Dr. J. SWEENEY, it was felt to be 'a complete success, far in advance of what its most sanguine friends had anticipated. Every member was more than satisfied, and left realizing more than ever the dignity and high responsibility of his profession'. The whole number in attendance was thirty-six, and this, for a first meeting, was very encouraging. Rev. Mr. SMITH, of the Baptist Church, and Rev. Mr. APPERSON, of the Cumberland Presbyterian Church, each lectured one evening; the other three evenings, the Conductor. The people of the village attended many of the day-sessions, and the churches at night were well filled.

THE PEORIA COUNTY INSTITUTE commenced at Princeville, on the 5th of October, under the direction of the School Commissioner, D. McCULLOCH, Esq. Thirty-four teachers were in daily attendance, and, with a will to work and a

deep interest in all the exercises of the week, they made our labors light. Wednesday evening was devoted to a discussion of points of school management; the other evenings were occupied by the Conductor. The citizens filled the largest church every evening, and with increasing interest to the last. As at all the other Institutes, the hospitality of the people was promptly and fully extended to the teachers.

The interest in common schools, their appointment and sustenance, is evidently increasing, and the question every where asked, with a purpose to answer in deeds, What can be done to render our schools more effective?

CORRESPONDING SECRETARY.

HENRY, October 15, 1857.

FULTON COUNTY TEACHERS' INSTITUTE.

THIS body held its Second Annual Session in Canton, during the week ending October 2. It was the largest assemblage of regular, *bona fide* teachers ever convened in the county. Messrs. E. W. WEST, C. L. ALLEN, H. O. COOPER, P. D. PLATTENBURG, D. W. WALKER, Mrs. S. NEWHALL, and W. H. HASKELL, School Commissioner, served as leaders in the various branches. It was emphatically a hard-working session.

Monday evening was occupied with preliminary business. On Tuesday evening C. M. LELAND delivered a well-timed and excellent address upon 'Normal Institutes'. Rev. W. A. FLEMING interested a large audience on Wednesday evening with the 'History of Our Country'—it was a concise and beautiful effort. On Thursday evening Judge KELLOGG held an over-crowded house for two long hours by an *extempore* address on 'Our Public Free Schools'. On each evening Mr. C. L. ALLEN 'brought down the house' by some of his master recitations. The addresses were delivered to crowded houses, and our citizens gave ample assurance, by their hospitality, their earnest and unwearied attendance and attention, that their hearts and hands are with us for schools, and the best grade of '*graded*' ones, too.

If the other exercises were an intellectual feast, what shall we say of Friday evening's 'social'! To describe best, we say, 'Let's have another'. To the teachers of every county in the State we send greeting. May you have an Institute equal to

'OLD FULTON'.

RE-ELECTED.—I have the good fortune to be successor to myself, as School Commissioner for this [Fulton] county; and, as the work has commenced, I feel like going into the field of 'supervision'; but what a farce did our last Legislature enact when they required School Commissioners to visit schools, and took from them even the pittance before allowed for such services! Your suggestion as to an 'educational column' will be followed in this county—it must do good.

W. H. HASKELL.

EDITORS' TABLE.

OUR RETIRING BOW.—Two years ago, on assuming the control of the *Teacher*, we curved ourself as gracefully as in us lay to some dozen score of readers, and now retire from the 'tripod' in like posture before two thousand. Our part in the drama has been onerous, but attractive; and we have played it with what propriety we could amid the exactions of another calling.

Acknowledgments are due to the friends who have labored with us—to the *press* for its cordial welcome and approving notices, and to Mr. T. J. CONATTY, whose *initial* attests, in part, the valuable service he has rendered on this number and the last preceding. Whatever merit may attach to the prompt issue and beautiful typography of the work belongs to our excellent publishers, Messrs. NASON AND HILL.

The *Teacher* has grown to be an institution; and, vigorously conducted, it must wield a power which no other agency can. The State Association will unquestionably appoint an able, earnest educator, of wide range and facile pen, to the editorship. Then let the 'Table' overflow with news, personal items, laconisms; the body of the work with the best thoughts of our own teachers and others; wit and humor sparkle here and there, fun and anecdote carol at intervals, a well-told tale be admitted as a rare guest—and the mail-book will grow portly as it grows old. It will be our pride to be still a humble contributor to its pages and an active laborer to enlarge its circulation.

STATE TEACHERS' ASSOCIATION.—Before the publication of another number of the *Teacher* the Fourth Annual Meeting of this body will have been held. Many teachers are looking forward to this yearly festival with eager expectancy. When their hearts leap up with remembrances of former meetings and with hopes of those to come, they are not stirred with idle emotions. These teachers, of course, can not be kept away. There are others, who have hitherto absented themselves from the meetings of the Association; who have manifested no active sympathy with its efforts; who, possibly, are not fully cognizant of its aims, its scope, its power, of the personal interest they have in its success or their obligations to support it by their presence and coöperation. They have no stirring memories to turn to; and here Memory is large-

ly the parent of Hope. To such let us address a word upon the foregoing topics.

The State Teachers' Association, in a word, aims at advancing the cause of popular education in Illinois. This is the grand central idea. If we analyze this idea, we shall find many subordinate but still important aims to which the labors of the Association are devoted; which are means to the great end proposed, and which further it as they jointly or severally advance. It aims to bring about a closer union of teachers and friends of education throughout the State; to beget between them a harmony of feeling, a unity of action, and to point out an identity of interests. It seeks to equalize—not to *level*, as some have charged, for all its tendencies are upward and progressive—educational thoughts and theories; to throw light on what is dark, clear what is doubtful, correct what is erroneous, encourage what is right. It labors to elicit just and liberal views of common-school polity; to elaborate a sound, rational and logical system of common-school law, and suggest a mechanism adequate to its proper execution. Its efforts are directed to gathering reports and statistics upon the progress of popular education. It seeks to infuse into the teacher's breast the fire of a lofty ambition, an enlightened enthusiasm, and a just conception of the magnitude and nobleness of his work.

These are a few of its aims, and its scope is commensurate with them. It is not exclusive in its spirit or narrow in its terms of communion. It invites all educators, from the College President to the obscurest common-school teacher, to its membership. It throws open wide its portals to school-officers and friends of popular education. Yea, let the enemies of free schools, if any such there be, come and have their eyes opened, their prejudices dissipated; let them come and 'be converted and live'. It welcomes every true word and earnest deed, no matter from what source. Its platform is large and firm enough to afford a substantial basis for all well-meant effort; its principles are comprehensive enough to embrace, warm enough to fuse, wide and varied differences of individual opinion. Believing that true educators of every name occupy a common ground and labor for a common end; that those who take the little child by the hand, and tempt its unaccustomed feet to dare the first ascent of knowledge, perform intrinsically as great a service as they who, later along, set him near the shining summit, it receives all upon a footing of perfect equality.

To define and demonstrate its power we have only to point to its past achievements. There is no escaping the conviction that it is the most potent educational agency in the State. To its operation chiefly we trace the more enlightened public sentiment in reference to popular education which we every where witness. It has created a demand for a better class of teachers, and done its own part toward supplying that demand. Since its establishment, and through its agency, salaries of teachers have risen from twenty-five to fifty per cent.; Teachers' Institutes have been put in motion; Union Schools have sprung up every where through the State; a large number of private schools and academies have come over upon common-school ground; the dignity of the teacher's calling has been vindicated; the cords of professional fellowship have been drawn more closely around its members, and—grandest

achievement of all—a Normal University has been secured. These are important results to have attained thus early, or, in fact, at any stage, in the history of the Association; but they are, as it were, only ‘the beginning of the end’; they are indications of its power, and prophecies of the still greater results which are waiting to crown its further labors.

And now is not every teacher bound, by personal as well as professional considerations, to coöperate with an organization having such serious aims, so liberal a scope, and capable of wielding such an influence? Were we to put it simply upon the low ground of expediency and self-interest, we should answer the question in the affirmative; for the hour has almost come when teachers must, in very self-defense, avail themselves of all the means of progress within their reach; when they must keep up with the collateral advances of the times, or be forced ‘to the wall’ by such as will. The spirit and tendencies of the age all go to intensify the hatred of quackery and professional unfitness; and malpractice and empiricism in the school-room are destined surely and shortly to incur as heavy penalties as they do in any other vocation whatever. But we prefer to base our affirmative upon higher moral ground—upon convictions of duty, upon revelations of right. Those convictions must force themselves upon every thoughtful mind, and these revelations stand out with noonday clearness in the sight of all worthy of assuming the sacred office of teacher. There is a double danger in turning from or closing the eyes against their recognition.

The Association, this year, renews its claims upon the attention of educators. It proposes to do their work: with their aid it will do it; without them it can do nothing. There is much to be accomplished at the coming session: new ideas and principles to be inaugurated; some already in motion to be pushed well forward. It will be a meeting of *work*, of glad retrospection, of cheering hope: let the laborers not be wanting. For those who desire immediate and personal results the Association can hold out extraordinary promise. There will be ‘a feast of good things’ spread out before them, during the entire meeting. There is no one who attends that will not have the limit of his horizon enlarged; who will not go home with a stronger hand, a warmer heart, a clearer purpose, and more exalted aims. They, too, who have at heart the grand interests of the cause will be quickened in hope and energy. No one will leave empty-handed, whether we speak of proximate or ultimate advantages, or both.

The meeting last Winter was as noble in number and talent, as practical in its bearing and work, as brilliant in intellectual and social attractions, as any convention of a similar character, perhaps, that had previously assembled in the United States. But Illinois can improve upon even that; and we are satisfied, from the prospect, that her teachers are determined to try and do so at Decatur, the last days of December.

c.

EVENING SCHOOLS have become a regular institution in nearly all the cities and in many considerable towns of the East. Many western cities, too, regard them as a legitimate and necessary feature in their educational systems. In our own State, we may mention Chicago, which had an evening school last

Winter, with an average nightly attendance of 150 pupils. Schools of this character ought to be, and easily might be, established in every important town in Illinois, the present season. We are not sure but that the provisions of the Common-School Law extend, in part, to them, and, without any twisting, might be made to cover their establishment. If not, however, there will doubtless be found in all towns of the class indicated, a sufficient number of enlightened and liberal-minded citizens, ready to assist in starting and willing to stand by an enterprise of this nature, if presented and prosecuted in a proper way. The pecuniary support needed will be comparatively trifling, and few will refuse it their good will.

But, in case these means should fail, there is still a way in which those schools may be set in successful operation. Let the teachers of the day-schools take hold of this matter; let them assemble classes, and, 'without money and without price', help to impart what is *beyond* all money and all price. In large towns, where there are many teachers, the tax upon the individual teacher's time and energies may be lightened by a generous system of rotation: one or two evenings a week from each will be all that would be necessary. Even this, we are aware, is something of a demand to make upon the laborious teacher; something of a burden to impose upon him in addition to the onerous duties of the day-school; but, yet, we rejoice to believe that Illinois has many noble-hearted men and women who are not unwilling to meet the demand or assume the burden; who do not estimate their calling wholly by the dollars and cents it will bring them, or the personal ease it will secure; who dignify their profession by an entire self-consecration to its behests; and who love their kind well enough to be ready to submit to personal inconvenience in behalf of those whom the hard slavery of circumstances has debarred from the blessings of intellectual culture. c.

DECATUR-LIKE.—We are just in receipt of a note from the Committee of Arrangements at Decatur, saying that all things are ready, or will be before the holidays, for entertaining on the three days of the Association all the teachers in Illinois who may attend; and they authorize us to promulgate this fact to its fullest extent. The hospitality of the citizens of Decatur will be freely and cordially extended. A large, enthusiastic, meeting of educators is expected at this coming Anniversary. Do thou be one of them. *Send on your names* to J. H. REMSBERG, Esq., of Decatur, Chairman of the Committee of Reception, all ye who wish to be comfortably provided for at the next meeting of the State Teachers' Association. Will not some one in each county inform Mr. REMSBERG about how many will attend from their county?

W. F. M. ARMY, on his way from Kansas to Washington, a few days since, made us a call. He was one of the originators of our State Association, and one of the Editors of the first volume of this journal. He is a better-looking man than he was then, but just as restless, scheming, and utterly indefatigable. He is the most ubiquitous, laborious, enduring man this side the mountains, and is now going to Washington to urge upon the attention of Congress a large appropriation of lands in Kansas for educational purposes. A part of

his plan is to have Congress endow a Central State Normal University, with four branches located in other parts of the State. He also expects a magnificent grant of lands by Congress to each of the States for a similar purpose. The four auxiliary schools are to be the feeders of the Central University—in other words, they are to be the preparatory schools.

GYMNASIA.—The Trustees of the University of Virginia have appropriated \$1500 for the establishment of a gymnasium for the use of the students. The Common Schools of California are required, by legislative enactment, to make the 'scientific development of the human body' a prominent feature in their course of educational training. They must have proper apparatus for and teachers of gymnastic exercises. The schools of Sweden and Germany are generally provided with all necessary means and appliances for the systematic prosecution of gymnastics. In our educational systems sufficient emphasis has not been laid upon this branch of human culture. We are glad to perceive that at length its claims are beginning to be practically admitted by such high authority as that of States and Universities. c.

PHONETICS IN UTAH.—The Mormon sages have devised a system of Phonetics, which is now being taught in some of their schools. It contains a character for each sound in the English language. We have not learned whether it is a hatred of 'gentile' institutions or a peep into the 'inconsistencies' (so said) of the present style that underlies this change. We think, however, that it is not a change of symbols the Mormons need, but a change of language. They will always, while occupying their present ground, find that the English will not accommodate itself with satisfactory closeness to their purposes. The grand old Saxon tongue, the verbal product and spiritual out-growth of so many generations of noble, strong and lofty-minded Saxon men, partakes of their nature; and, comprehensive as its vocabulary is, and plastic its idioms, still, in its praise be it spoken, there are habits of thought it will not cover, and uses to which it will not bend. c.

GALENA.—The *Wisconsin Journal of Education* speaks a plain word of this town. It says: "Galena, Ill., might do better, if she would. She has good teachers; but, in point of school-edifices for public schools, is far surpassed by Dubuque, Iowa, which can boast of two houses completed at a cost of \$25,000 each, and another nearly completed of like value."

JOLIET.—If liberal pay can secure the right kind of teachers, Joliet means to have them. We learn that Mr. Gibson, late Principal of one of the Public Schools in Fond du Lac City, Wis., has been engaged to take charge of a school in Joliet, where his salary is raised \$400 over what it was in Fond du Lac. We are sorry the latter city should lose the services of a good teacher, but think that Joliet *deserves* to have them. c.

HOW THEY ESTIMATE TEACHERS IN MASSACHUSETTS.—D. B. HAGAR, Esq., a talented teacher of Roxbury, Mass., was invited to the Principalship of the

Salem State Normal School, lately made vacant by the resignation of Mr. EDWARDS. He has declined the place; reason: the citizens of Roxbury have overbid the State. Mr. HAGAR was doing a good work for the youth of their community, and they were determined that no merely money considerations should operate to deprive them of his services. That is the true policy: get a good teacher—the best to be found—pay him liberally, and keep him, at all hazards. Let the example of these Roxbury men be ‘handed round’. It deserves to ‘live and move’, to their honor, and to excite a like noble spirit wherever the faithful teacher is making his mark. c.

A REPLY.—We are pleased that the query propounded in our last has elicited some interest. In theory, it was ‘a one-sided question’; but in practice it seems to be treated as a *two-sided* one. If any thing can be said on the *other* side of the question, our correspondent’s radical reply is likely to call it out. c.

MR. EDITOR: I noticed a query in the November number of the *Teacher*: Whether, or not, unqualified persons should be allowed to teach in our Common Schools, on account of our limited supply of those who are properly qualified.

This seems to me to be a one-sided question; for how can we expect to see our free schools placed among the best in the Union, if unqualified teachers are allowed to control them? How can we expect the teacher’s profession to be honored and respected, if this course is pursued? We can not do it. But, on the other hand, we may expect to see the opposite result. For, since it is harder to correct an error than to learn a truth, do we gain any thing by having our scholars learn errors which it will require much time to correct? What better is this than no school? I think it is better for our scholars, better for our schools, and our country, that we have no school, if a competent instructor can not be procured.

And, having the privilege of granting certificates to teachers in our county, it is my settled determination to knowingly allow none certificates unless they are properly qualified. I heard our County Commissioner express similar sentiments, a short time since.

Hoping to hear from others, I remain Yours truly, M. M. EATON.

THE LAST NUMBER OF VOLUME III.—The last number of the third volume of the *Teacher* is before you, reader. If you be a subscriber, it will, we are fain to hope, suggest thoughts of a renewed subscription and an increased interest. You are called upon to express your verdict practically upon the journal. We trust it may be a favorable one. If you belong to that anomalous class, who peruse but do not pay, the worst wish we shall express in your behalf is that you may speedily have ‘a realizing sense of the wickedness of your ways’, and escape the consequences by remitting the dollar forthwith.

The *Teacher* is bound to succeed. Its subscription-list has been steadily advancing. And now, with the new year, will there not be a renewal of zeal? Will not the teachers gather round their organ and make it, more than ever, in circulation and influence, a *sine qua non* in the educational movements of Illinois? c.

EDUCATIONAL JOURNALS.—The *Wisconsin Journal of Education* comes to us

this month from the hand of a new resident editor, A. J. CRAIG. The *New Hampshire* organ, we learn from a prospectus, will commence its second volume under the charge of H. E. SAWYER. The *Rhode Island Schoolmaster*, after a mysterious absence of months, arrives with a new dress and from the hand of a new editor, WM. A. MOWRY. The Editor of our own *Teacher*, as has been seen, is about to lay aside his well-worn armor. Verily, there is a 'flitting' among our veterans.

The *Schoolmaster* credits a short article to the *Teacher*, in reference to the Illinois State Normal School. It is, we suppose, condensed from the long article on that subject in our October number. There are a few mistakes of fact and figures in the condensation. We shall let the facts go; but the figures we will rectify. Peoria offered \$80,000 instead of \$30,000, as our friend has it. Some of the 'smaller towns' came nearly up to the latter figure. 'Accuracy', dear *Schoolmaster*!

c.

SECOND TERM.—The Second Term of the Normal University begins on Monday, the *fourth* of January, 1858, and there will then be an opportunity for gaining admission to the school. See notice, among the advertisements.

BARNARD'S JOURNAL OF EDUCATION.—It is to be hoped that this national work will gain at least one hundred subscribers at the meeting of the Association. It is the standard educational periodical in America, and a very attractive 'standard', too.

LEE COUNTY held an interesting Institute at Lee Centre during the week commencing November 16th. Her new Commissioner, Mr. HAWLEY, is beginning right. The *Teacher* was not forgotten. To say a word in praise of a Lee County Institute would be so much like 'painting refined gold' that we forbear.

c.

WHITESIDE COUNTY.—New and suitable buildings for schools seem to be the order of the day in this county. The houses erected for graded schools at Como, Union Grove, and Empire, are worthy the people and the cause. A practical teacher, M. R. KELLY, has been elected School Commissioner.

c.

FULTON COUNTY.—Every one who knows what effectual service Commissioner HASKELL has rendered the schools of Fulton county will be gratified to learn that he has been reëlected.

c.

PROF. D. WILKINS has been elected School Commissioner of McLean county. The honors crowd thick and fast upon our friend, these times.

c.

NAMES OF COUNTY COMMISSIONERS.—It would be a great convenience to many to have, as a matter of reference, the name and post-office address of the School Commissioner of each county. Will these gentlemen, or some teacher, please forward the desired information in time for the February number of the *Teacher*?

[The foregoing item has been handed us for publication. The idea is a good one, and ought to be promptly acted upon.—c.]

PROF. AGASSIZ has been offered, by the Emperor of France, the Professorship of Paleontology in the Museum of Natural History at Paris. The post is one of the most distinguished in Europe, and the salary attached very large; but Prof. AGASSIZ has declined the tempting distinction, being determined to devote his life and labors to the claims of American science. c.

REV. ROBERT ALLYN has resigned the office of School Commissioner of Rhode Island, and accepted the chair of Ancient Languages in Ohio University. c.

WM. M. BAKER, late Principal of the Putnam Free School, at Newburyport, Massachusetts, has taken charge of one of the schools at Quincy, Illinois. c.

PROF. ALPHEUS CROSEY has accepted the appointment of Principal of the State Normal School, Salem, Massachusetts. c.

STATE NORMAL UNIVERSITY.—There are now forty-seven students in attendance at this Institution, and an excellent spirit prevails. "The work goes bravely on." c.

A SALUTARY PROHIBITION.—The Austrian Government has forbidden the employment of children in theatres and at other public exhibitions. c.

THE January number of the *Teacher* will not be ready for subscribers as early as usual. It will be kept back to give the proceedings of the State Association. c.

THE NEW JERSEY STATE TEACHERS' ASSOCIATION will hold its Annual Meeting at Trenton, commencing on Tuesday, December 29. The opening address will be delivered by Rev. J. T. CRANE; there will also be addresses by the President, I. PECKHAM, of Newark, N. HEDGES, and W. F. PHELPS, Principal of the State Normal School. The State Agent will make his Report, and the expediency of organizing a State Board of Education will be discussed. c. c. H.

REDUCTION OF FARE.—Members in attendance at the meeting of the State Association will receive *free return* tickets from the following roads: Peoria and Oquawka [Eastern Extension]; Peoria, Oquawka and Burlington; Chicago, Alton and St. Louis; Galena and Chicago Union; Rock Island; Chicago, Burlington and Quincy; Illinois Central; Chicago and Milwaukee (to State line); Chicago, St. Paul and Fond du Lac (to State line). Other roads have not yet been heard from; but it may be taken for granted that they will enter into the same arrangement as those mentioned above. c.

ILLINIOS COLLEGE.—It is probably true that this is the oldest College in the State, and consequently has acquired a fixed reputation. An excellent article on its origin, history and prospects may be found in the body of this number of the *Teacher*.

CIRCULATION OF THE 'ILLINOIS TEACHER'.—One year ago, in the closing number of the Second Volume of the *Teacher*, we presented a tabular statement of the number of copies sent out for the year 1856, showing how many were distributed in each county in Illinois, and how many in each of the other States and Territories of the Union. Of the one hundred counties in this State, there were at that time twenty-one to which the *Teacher* had not gained access. The number of actual subscribers within the State during the year summed up 1431; in other States, 101; exchanges, 230—making the entire circulation 1762. We now, at the close of the Third Volume, submit a similar statement for the year 1857. It will be seen that there are still eight counties in this State into which the journal has not penetrated; but the summing-up shows a very considerable increase in the aggregate circulation during the year. By a little extra effort on the part of the friends of education, the present subscription-list may be doubled during the coming year. Shall it be done?

Circulation in Illinois, by Counties.

Adams,	18	Gallatin,	31	Macon,	7	Saline,	2
Alexander,	3	Greene,	7	Macoupin,	8	Sangamon,	24
Bond,	7	Grundy,	6	Madison,	12	Schuyler,	14
Boone,	11	Hamilton,	6	Marion,	3	Scott,	6
Brown,	1	Hancock,	7	Marshall,	28	Shelby,	4
Bureau,	18	Hardin,	1	Mason,	2	Stark,	13
Carroll,	9	Henderson,	4	McDonough,	21	St. Clair,	67
Cass,	2	Henry,	12	McHenry,	8	Stephenson,	12
Champaign,	14	Iroquois,	3	McLean,	62	Tazewell,	30
Christian,	1	Jackson,	28	Menard,	11	Union,	8
Clark,	6	Jasper,	4	Mercer,	17	Vermilion,	6
Clay,	1	Jefferson,	4	Monroe,	7	Warren,	57
Clinton,	8	Jersey,	5	Montgomery,	7	Washington,	10
Coles,	6	Jo Daviess,	17	Morgan,	15	Wayne,	11
Cook,	81	Kane,	31	Ogle,	28	White,	3
Crawford,	2	Kankakee,	15	Peoria,	156	Whitesides,	96
Cumberland,	1	Kendall,	5	Perry,	12	Will,	40
DeKalb,	6	Knox,	42	Piatt,	2	Williamson,	13
DeWitt,	8	Lake,	3	Pike,	8	Winnebago,	50
DuPage,	16	Lasalle,	43	Pope,	5	Woodford,	29
Edgar,	6	Lawrence,	4	Pulaski,	2		
Fayette,	16	Lee,	256	Putnam,	13		495
Franklin,	6	Livingston,	25	Randolph,	16		351
Fulton,	104	Logan,	5	Rock Island,	16		494
							466
	351		594		466		
Total Circulation in the State of Illinois,							1906

Circulation in other States, Territories, etc.

Alabama,	1	Kansas,	1	New Jersey,	3	Vermont,	9
California,	1	Kentucky,	2	New York,	15	Wisconsin,	10
Canada,	3	Massachusetts,	18	North Carolina,	1		—
Connecticut,	5	Michigan,	5	Ohio,	20		19
Georgia,	2	Minnesota,	2	Pennsylvania,	8		42
Indiana,	20	Missouri,	16	Rhode Island,	6		49
Iowa,	10	New Hampshire,	5	Texas,	1		54
	42		49		54		164
Add Circulation in Illinois, as above,							1906
Entire Monthly Circulation of the <i>Illinois Teacher</i> for the year 1857,							2070

ILLINOIS STATE PHONETIC ASSOCIATION.—By a notice from the Chairman of the Executive Committee, published in this issue of the *Teacher*, it will be seen that the State Phonetic Association will hold its Second Annual Meeting at Decatur, immediately after the adjournment of the State Teachers' Association. The proceedings will doubtless be highly interesting, and all who can do so should make their arrangements to attend the meetings of both bodies.

A BANNER will be presented to the county showing the largest subscription-list to the *Teacher* for 1857, at the next meeting of the Association. c.

THE *Monmouth Atlas* has commenced the publication of an *Educational column*. The Fulton county papers, we are told, intend to do in like manner. c.

GALENA, November 13, 1857.

ABOUT one year ago I was appointed Superintendent of Schools in this city. Found the schools all in operation as arranged by my excellent predecessor, Rev. Mr. WOODWARD. We have now twelve schools in operation, with an average attendance in each school of from forty to eighty scholars. Our schools are kept in operation ten months in the year, under an Ordinance of the City Council, who appoint the School Directors, Superintendent, etc.

We have some model school-teachers, and, of course, good schools: and hold Teachers' Meetings every two weeks, according to one of our 'Rules of School', for training our young teachers in the best mode of giving instruction and governing a school. We would be happy, Mr. Editor, if you could visit Galena. We think in a short time we will be able to show you some 'model schools':

JOS. ADAMS, Superintendent of Schools.

We should be extremely happy to visit Galena and her schools. Look out for us ere long.

A LAST WORD.—Teachers, School Superintendents, County Commissioners, Editors, and friends of education generally, do not fail to attend the ensuing meeting of the State Association. Be there on Monday evening to hear the address of President WRIGHT. Go prepared to do a certain amount of work; have your suggestions and plans, as far as possible, 'cut and dried'. c.

PERIODICALS—

The Atlantic Monthly; Devoted to Literature, Art, and Politics. PHILLIPS, SAMPSON AND CO., Boston. The first number of this journal has been received. It has a fine table of contents; and the articles fulfill the promise put forth in the prospectus: they are deep without being dull; serious without being harsh in thought or expression; earnest without being fanatical; and amusing without being silly, puerile, or repulsive. The periodical has a distinguished list of American and English contributors, who, we are informed, are warmly enlisted in the enterprise, and will not rest content with the mere sight of their names upon the cover. We shall look upon this journal with interest; and hope it has a longer existence and a more extended sphere of usefulness before it than some others which opened with an equally splendid promise.

THE *American Educator*, a monthly journal for the teacher, the farmer, and the family. WM. H. BOYD, New York. This is the title of a new periodical, 'issued to meet a want long felt—the want of an educational journal general, not local, in its character'. The articles in the numbers we have received (1 and 2) are attractive and useful; and if the *Educator* rightly improves the extensive field it has taken possession of, teachers and the public will have reason to rejoice at its establishment and to aid in its support. The price is only fifty cents per annum. c.

FROM THE DEPARTMENT OF PUBLIC INSTRUCTION.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Illinois, Oct. 25, 1857. }

Question 1. Is a district entitled to draw public money to keep open its school for a longer period than six months in each year?

Answer. It is. The law fixes no limit to the number of months a district may have a school. It only says that each district *must* keep six months, and leaves it optional with the Directors to continue the school a longer period or not, as they see fit. If they do continue it, they are entitled to draw their *pro rata* share of public money upon their teacher's schedule for the whole length of time the school is taught.

Q. 2. What are the Trustees to do with the balance left in their hands after paying off all the schedules in their township? Can they loan it?

A. The careful attention of those interested is invited to the following extract from Section 34 of the Act of 1857:

At each of their half-yearly meetings, on the first Monday of April and October, the Trustees of Schools shall proceed to ascertain the amount of State, county and township funds liable to distribution, to wit: the funds arising from the two-mill tax, the interest actually on hand from the State and county school-fund, and such of the interest, rents, issues and profits arising from the township lands and funds as have accrued and become due since the last regular half-yearly meeting, except the two per cent. and the three per cent. which the School Commissioner is allowed to retain. The said Trustees shall immediately thereupon proceed to distribute the aggregate amount of State, county and township funds thus ascertained to be liable to distribution, as follows: First, to the township treasurer the two per cent. allowed him; second, for the payment of the books of the township treasurer, if any thing be due for that purpose; third, for the payment of any reasonable charges for dividing common-school land, and making plats, etc., as provided for in this act; fourth, the balance, after deducting such an amount as a majority of the Directors in the township may, by petition at the October term, request to be set apart for the support of schools in the Summer, they shall apportion on the several schedules certified and returned from each school in the township, according to law, in proportion to the number of days certified on such schedules, respectively, to have been taught since the last regular return-day fixed by the act of the Trustees for the return of the schedules; and the township treasurer shall, as soon as practicable, pay out the money so apportioned to the several persons to whom it shall be distributed; and shall hold the balance, if any, apportioned on the schedules, subject to the order of the Directors of the proper district, to be applied by them to the payment of teachers in their respective districts.

It will be seen that the Trustees, at each of their meetings for distributing money upon the schedules which may be presented according to law, are required to distribute *all* of the money on hand, excepting in October, when they are required to set apart such an amount as a majority of the Directors in the township may request for the support of the summer schools. There can then be no balance left in the hands of the Trustees, excepting the amount deducted for the support of the summer schools, which the law makes no provision for loaning. All the rest of the money must be distributed upon the schedules presented. If the amount so distributed to any schedule over-pays the same, the balance is to remain in the hands of the township treasurer, subject to the order of the Board of Directors of the district to which said funds belong, and is to be paid out on their order, either for the payment of teachers or for the purchase of libraries or apparatus for the district. The Trustees have nothing more to do with the money.

Q. 3. Does the six-months rule apply to newly-organized districts?

A. It does not. The rule only applies to districts which were organized previous to the first Monday in October, 1856,

Q. 4. Is an examiner, appointed by the County Commissioner to examine teachers, a school officer within the meaning of the law, and hence exempt from working on the road, sitting on juries, etc.?

A. He is not. Only those elected to office by the people come within the statute.

Q. 5. Is a Board of Directors liable for damages for a failure to levy a tax as prescribed in Section 44?

A. They are liable in the sum of twenty-five dollars for every such neglect. See section 76.

Q. 6. Where scholars attending school come from two or more districts, who certifies to the teachers' schedules—the Directors of each of the districts from which the scholars come, or the Directors of the district in which the house is located?

A. The Directors of the district in which the school is taught certify to all the schedules. They, alone, are supposed to know that the schedules are correct.

Q. 7. In cases of default in the payment of either principal or interest due upon school-moneys loaned, is the 12 per cent. authorized by Section 61 to be charged as damages, in addition to the regular 10 per cent. interest, or simply as so much interest?

A. The Supreme Court, in the case of Trustees of Schools, *vs.* WILLIAM BIBB (*Illinois Reports*, vol. xiv, p. 371), decided that 12 per cent. only was to be charged upon the defaulted interest when due and unpaid; and also upon principal when due and payable. The Court say:

Two classes of cases are embraced by this act: one, where interest is due and unpaid; the other, where principal is due and payable. In the former case, the amount of unpaid interest bears interest at the rate of twelve per cent. per annum; and it may be sued for and recovered in a separate action. In the latter case, the principal debt bears interest at the rate of twelve per cent. per annum from the time it falls due. The provisions of this act do not apply to the principal when the debtor is in no default respecting it. It is only when the principal is due and payable that the rate of interest upon it is increased. This, we are satisfied, was the real intention of the Legislature, although it must be admitted that the intention is not as clearly expressed as in the act of 1835. A different construction would render the law highly penal in its character. If twelve per cent. interest was to be charged upon the principal on every failure to make a payment of interest, it would operate very severely upon the debtor. Loans are made for five years, and the penalty for failing to pay a few installments of interest might exceed the principal debt. Such a construction ought not to be put upon the law, unless it manifestly appears that it was the design of the Legislature.

WILLIAM H. POWELL.

M A R R I E D .

In Henry, on the 30th of September, Mr. LYMAN BARTLETT and Miss CORNELIA C. BARROWS, both of that city, and teachers.

This union deserves to be, and we hope will be, 'twice blessed'.

O B I T U A R Y .

THOMAS CRAWFORD, the Sculptor, died in London on the seventh of October, of a cancer in the eye. He was a native of New York; was 43 years old, and was one of America's sons of genius.

THE ILLINOIS STATE TEACHERS' ASSOCIATION

WILL hold its Annual Convention at Decatur, December 29, 30 and 31. The Order of Exercises will be as follows, viz:

Monday Evening, December 28, 7½ o'clock—Reading Constitution and By-Laws, followed by an Address by S. WRIGHT, Esq., President of the Association.

Tuesday Morning, 29th, 9 o'clock—Report of the Board of Education; appointing Special Committees; Reports of Standing Committees; Miscellaneous Business. *One and one-half o'clock p.m.*—Miscellaneous Business resumed for half an hour. *Two o'clock*—Essay by Professor O. SPRINGSTEAD—*Subject, 'Oral Instruction'*; followed by a Discussion—'Ought the Pupils of our Public Schools to be furnished with books at public expense?' Miscellaneous Business. *Seven o'clock*—Miscellaneous Business resumed for half an hour. *Half-past seven o'clock*—Address by Professor H. D. STRATTON—'Commercial Education, as a branch of Common-School Education'.

Wednesday Morning, 9 o'clock—Reports of Special Committees; Essay on 'Primary Teaching'—Miss YOUNG. *Half-past ten o'clock*—Address by C. C. HOAGLAND, Corresponding Secretary—'School Supervision'; Miscellaneous Business. *Half-past one o'clock*—Miscellaneous Business resumed for half an hour. *Two o'clock*—Essay by W. S. POST—'On Relation of Parent, Teacher and Pupil'; 'History of Illinois Schools', by Professor D. WILKINS; followed by an Address by Professor J. F. EBERHART, on 'Normal Institutes'; to be followed by a Discussion—'Coëducation of the Sexes'. *Seven o'clock*—Address by RICHARD EDWARDS, Esq., Principal of St. Louis Normal School—'Normal Schools'.

Thursday, 9 o'clock a.m.—Discussion of previous subjects. *Ten o'clock*—Address by Professor BLANCHARD; followed by an Essay by Miss ———. *Half-past one o'clock p.m.*—Election of Officers; followed by lecture from Professor O. C. BLACKMER, showing the 'Best Method of Teaching the Alphabet'; Discussion. *Seven o'clock*—Discussion resumed for half an hour. *Half-past seven o'clock*—Address by Professor W. TILLINGHAST—'Music'.

Prof. TILLINGHAST will conduct exercises in singing.

The Board of Education (Vice-Presidents of the State Teachers' Association) are requested to meet at Decatur, on Saturday, December 27th. Business of importance will come before them. A full Board is desired.

S. WRIGHT, President.

ANNUAL MEETING OF THE ILLINOIS STATE PHONETIC ASSOCIATION.

THIS Association will hold its Second Annual Meeting at Decatur, on the 1st and 2d of January next, immediately after the adjournment of the State Teachers' Association.

Lectures and addresses may be expected from distinguished gentlemen of this and other States, and free discussion of any subject relating to Phonetics.

Our cause was never more prosperous. Ohio, Indiana, Michigan, Wisconsin, and Iowa, all have State Phonetic Associations; and teachers and educators every where are looking with interest at our progress, and are fast becoming acquainted with the *truth, beauty, and utility* of Phonetics.

In view of these facts, of the evident importance of Phonetic Science in primary teaching, and the success which has attended its introduction into many of the schools and colleges of the country, we call upon the friends of this worthy cause to turn out *en masse* to our yearly meeting.

O. C. BLACKMER, Chairman of the Executive Committee.

SECOND TERM.

THE Second Term of the STATE NORMAL UNIVERSITY will begin on Monday, the *fourth* day of January, 1858, at which time students may gain admittance. They should make application to the School Commissioner of the county in which they reside, and are required—

(1.) To be, if males, not less than 17, and if females not less than 16, years of age.

(2.) To produce a certificate of good moral character, signed by some responsible person.

(3.) To sign a declaration of their intention to devote themselves to school-teaching in this State.

(4.) To pass a satisfactory examination, before the proper officers, in Reading, Spelling, Writing, Arithmetic, Geography, and the elements of English Grammar.

No charge is made for Tuition, and Text-Books are also furnished gratuitously by the State.

Board costs about \$3.00 a week: some students board themselves, at a much lower rate.

For further particulars, address

CHAS. E. HOVEY,
Principal State Normal University,
BLOOMINGTON, ILLINOIS.

BLOOMINGTON, Nov. 23, 1857.

UNIVERSITY OF ILLINOIS-URBANA



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